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# CSAI Report

## States' Content Standards Revision Processes

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What are states' processes for revising their content standards?

December 2016



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# States' Content Standards Revision Processes

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As states continue to refine conceptions and definitions of college and career readiness, the academic standards designed to prepare students may also change. States may revise learning standards to reflect more rigorous content expectations and achievement. In other cases, states may also revise standards to be more reflective and specific to state needs.

States that are considering revisions to learning standards may be interested in the processes that other states have used in this endeavor. In response to a technical assistance request for information on the procedures states have used in standards revision, the Center on Standards and Assessment Implementation (CSAI) conducted a national scan to collect this information. This scan examined publicly available documents accessed from websites of state departments of education and boards of education. Preliminary findings were emailed to directors at each states' department of education for review and confirmation of processes and involved stakeholders. The content in this report contains edits from states that responded to CSAI's inquiry. This report and the tables below present information from the most recent round of standards revision for which information was available.

In all states, either the state board of education, state department of education, or state legislature initiated the standards revision process. In some cases, the initiation process differed by subject. For example, in Idaho, the revisions for English Language Arts (ELA) and mathematics standards were mandated by the state legislature, while revisions for Idaho's science, social studies, physical education, health education, computer science, and arts and humanities standards were initiated by the Idaho State Department of Education. Most states ( $n = 32$ ) had the standards revision process initiated by their respective boards of education (Arkansas, Connecticut, Delaware, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, and Wyoming), with some of these states having the process initiated by a combination of legislative bodies. Other states ( $n = 13$ ) had the process initiated by their departments of education (Florida, Idaho, Maine, Minnesota, Mississippi, Montana, New Mexico, North Dakota, Rhode Island, South Carolina, Vermont, Washington, and Wisconsin), and a few states ( $n = 3$ ) had their process

initiated by their legislatures (California, Idaho, and Missouri). Two of the states had multiple legislative bodies responsible for initiating the revision process (Arizona, Hawai'i).

Some states have regularly scheduled revision periods, necessitating review and possible revision of academic content standards every number of years. States with scheduled standards revision periods are highlighted in the map below:

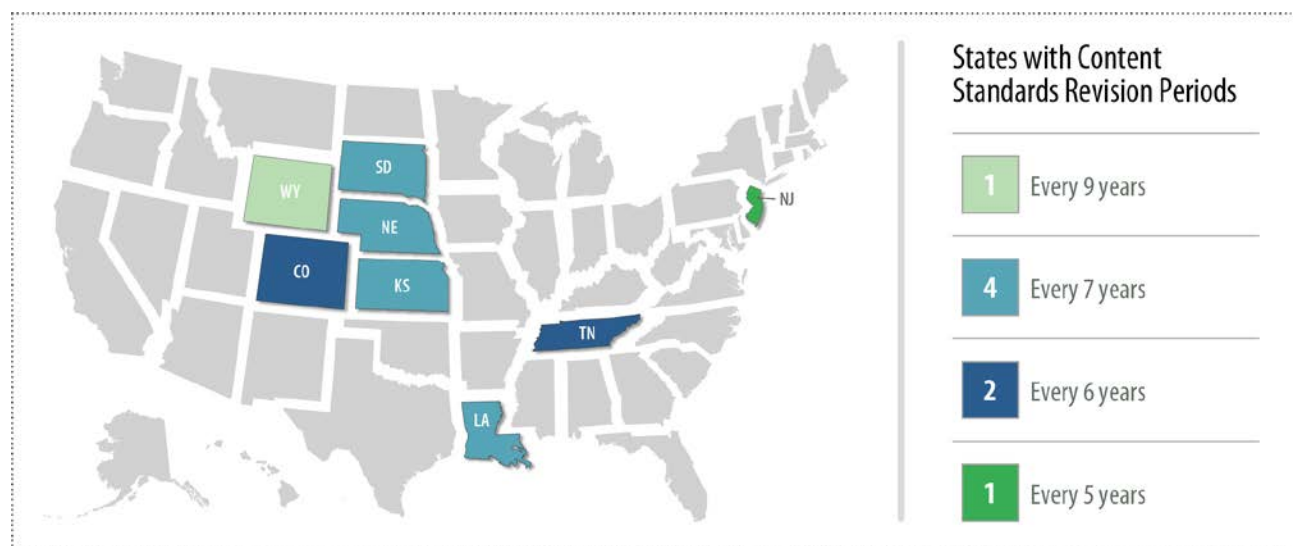


Table 1 below outlines the states' content standards revision processes (for subjects for which information was available at the time of the CSAI scan), including information on how school staff and community members were included in the revision process. Table 2 specifically lists the organizations, standards, and documents used by states during their revision process.

Table 1: States' Content Standards Revision Processes

State	Subject	Process Summary	Stakeholders Involved
Alabama	English Language Arts	<p>The 2010 Alabama English Language Arts State Standards Task Force used the Common Core State Standards (CCSS) and additional content from the 2007 Alabama Course of Study: English Language Arts. Some CCSS standards were moved from one grade band to another in the high school grades to align with content from state history/social studies courses.</p> <p>Teachers were involved in the revision process.</p>	<ul style="list-style-type: none"> <li>Alabama English Language Arts State Standards Task Force</li> </ul>
	Mathematics	<p>The 2010 Alabama Mathematics State Standards Task Force extensively drew from the 2010 Common Core State Standards for Mathematics document and the 2009 Alabama Course of Study: Mathematics document. The standards are based off the eight CCSS Standards for Mathematical Practice and the National Council of Teachers of Mathematics' six Principles for School Mathematics.</p> <p>Teachers were involved in the revision process.</p>	<ul style="list-style-type: none"> <li>Alabama Mathematics State Standards Task Force</li> </ul>
	Science	<p>The 2012–2015 Alabama State Science Course of Study Committee and Task Force reviewed the Alabama Course of Study: Science and 2012 National Research Council's A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas in developing minimum required content. Committee members also reviewed professional journals and magazines, examined other state documents, and studied national evaluations of state standards.</p> <p>Interested individuals and groups provided suggestions.</p>	<ul style="list-style-type: none"> <li>Alabama State Science Course of Study Committee and Task Force</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
Alaska	English Language Arts, Mathematics	<p>Two-year process that involved rural and urban Alaskans, including representatives of universities, career and technical programs, various industries, and teachers of diverse student populations and interests. Standards were compared to those from other states in terms of clarity, content, and rigor.</p> <p>The State Board of Education &amp; Early Development initiated a public process that involved input from educators, parents, community leaders, and employers.</p>	<ul style="list-style-type: none"> <li>• State Board of Education &amp; Early Development</li> <li>• Rural and urban Alaskans</li> <li>• Representatives of universities</li> <li>• Representatives of career and technical programs</li> <li>• Representatives from various industries</li> <li>• Teachers of diverse student populations and interests</li> </ul>
Arizona	English Language Arts, Mathematics	<p>In developing or revising standards, the Arizona Department of Education (ADE) must inform the State Board of Education of its intent to make changes and provide a schedule for this process. ADE must also notify stakeholders of its intent to make changes and solicit applications for committee members. ADE will facilitate committee meetings and record progress, while also working with content experts to refine drafts. ADE will prepare draft standards for the State Board of Education’s approval, and plan for the transition and implementation period.</p> <p>At the October 25, 2015 Arizona Board of Education meeting, the Arizona Superintendent proposed that the state remove CCSS as the basis of state ELA and math standards. The state will develop its own standards, with approval from the State Board of Education. No other action has been taken since this meeting.</p> <p>The public was invited to attend State Board of Education meetings and submit requests to speak as applicable.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• Public invited to attend State Board of Education meetings</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Science	<p>The Science Standard Revision Committee articulated, or aligned, academic standards. The committee consisted of a statewide representation of scientists and science educators, with support from national science consultants, university professors, and community members. Committee members met to review and refine existing standards. External reviews were conducted by nationally recognized consultants, as well as university and local experts. After receiving feedback, the standards were sent to the State Board of Education for approval.</p> <p>Public review of the standards occurred in February 2004. Draft standards were posted on the ADE website to allow people to comment online. Six public hearings were held across the state to collect feedback.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• Science Standard Revision Committee</li> </ul>
	Social Studies	The Social Studies Articulation Committee consisted of a representative sample of state educators, with advisory support from subject matter experts, university professors, and community members. External reviews were conducted by nationally recognized consultants, as well as university and local experts.	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• Social Studies Articulation Committee</li> </ul>
	Arts	The Arts Standards Revision Committee included subcommittees for dance, music, theatre, and visual arts. There was also review from external reviewers/consultants.	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• Arts Standards Revision Committee</li> </ul>
	Educational Technology	The Educational Technology Standard Committee was tasked with revising the original standards. Work teams were created with representative populations from across the state, consisting of classroom teachers, curriculum directors, educational technology teacher leaders, librarians, and university college faculty.	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• Educational Technology Standard Committee</li> </ul>
	World and Native Languages	These standards were developed by a representative sample of K–12 and postsecondary language educators from across the state. The committee reviewed standards and information from a variety of states and professional organizations to create standards based on current research on student language learning.	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• Representative sample of state K–12 and postsecondary language educators</li> </ul>
	Health Education	No information available	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> </ul>
	Physical Education	No information available	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> </ul>
Arkansas	Mathematics	The revision process included "qualified individuals" from across the state to create standards specific to Arkansas. Many of the revisions are rewordings of CCSS math standards. The revisions are intended to be a living document.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Science	On April 10, 2014, the Arkansas State Board of Education unanimously voted to endorse the Next Generation Science Standards (NGSS) as the basis of new science standards. This endorsement authorized the Arkansas Department of Education to develop the NGSS into standards that befit the state.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Department of Education</li> </ul>
	Social Studies	The curriculum standards were developed with members from the state's school districts, higher education institutions, and professional educator organizations.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Members of state school districts</li> <li>• Members of higher education institutions</li> <li>• Members of professional educator organizations</li> </ul>
	Fine Arts	No information available	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Computer Science	The curriculum standards were developed with members from the state's school districts, higher education institutions, and professional educator organizations. Standards for high school are currently in development.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Members of state school districts</li> <li>• Members of higher education institutions</li> <li>• Members of professional educator organizations</li> </ul>
	Foreign Language	The curriculum standards were developed with members from the state's school districts, higher education institutions, and professional educator organizations.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Members of state school districts</li> <li>• Members of higher education institutions</li> <li>• Members of professional educator organizations</li> </ul>
	Library Media Services	The curriculum standards were developed with members from the state's school districts, higher education institutions, and professional educator organizations.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Members of state school districts</li> <li>• Members of higher education institutions</li> <li>• Members of professional educator organizations</li> </ul>
	Physical Education & Health	No information available	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
California	English Language Arts, Mathematics	The California Academic Content Standards Commission was established to review the Common Core State Standards (CCSS) for rigor and alignment with the California standards. Based on the evaluation, the commission inserted words, phrases, and select California standards into CCSS.	<ul style="list-style-type: none"> <li>• California Academic Content Standards Commission</li> <li>• Commission members appointed by legislature, State Board of Education, and State Superintendent of Public Instruction</li> </ul>



State	Subject	Process Summary	Stakeholders Involved
	English Language Development	A panel of experts in English language instruction, curriculum, and assessment was responsible for finding correspondence between the 2012 California English Language Development Standards (CA ELD Standards) and the California Common Core State Standards for Mathematics, and correspondence between the 2012 CA ELD Standards and the California Next Generation Science Standards. The panel provided recommendations on augmenting the 2012 CA ELD Standards.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Panel of experts in English language instruction, curriculum, and assessment</li> </ul>
	Career Technical Education	<p>A panel of experts consisting of 117 people representing secondary and post-secondary education, business, and industry met to review the original 2005 standards and make recommendations for improvement. The standards were then revised and made available to the public for review, comments, and suggestions. Career Technical Education teachers worked on the standards' alignment with CCSS, Next Generation Science Core Ideas, and the History/Social Science Standards.</p> <p>Revised standards were shared with the public for review, comment, and suggestions.</p>	<ul style="list-style-type: none"> <li>• Panel of 117 experts representing secondary and post-secondary education, business, and industry</li> <li>• Public invited to provide feedback</li> </ul>
	Health	In 2005, Assembly Bill 689 was signed into law, and Section 51210.8 was added to the California Education code, which required the State Board of Education to adopt standards for health education. No other information about the adoption process was found.	No information available
	History-Social Science	<p>Input was received from the teaching community and others who attended the meetings of the State Board and Standards Commission. In addition, over 70 history-social science experts around the U.S. submitted comments. The experts included historians, geographers, economists, and political scientists.</p> <p>Nine community meetings and five field hearings. Attendees included parents, teachers, administrators, and business and community leaders.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Teaching community</li> <li>• Parents</li> <li>• Administrators</li> <li>• Business and community leaders</li> <li>• Attendees of State Board and Standards Commission meetings</li> <li>• Over 70 history-social science experts from across the U.S.</li> </ul>
	Information Literacy	No information available	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Physical Education	<p>The standards were developed by the Californian Physical Education Model Content Standards Development Committee using "exemplary documents and current research on the health-related issues facing children and youths in the state" (p. vii). Input was also received from parents, teachers, administrators, and business and community leaders through community meetings. Physical education experts from around the U.S. reviewed the standards.</p> <p>Community meetings that included parents, teachers, administrators, and business and community leaders.</p>	<ul style="list-style-type: none"> <li>• California Physical Education Model Content Standards Development Committee</li> <li>• Physical education experts from across the U.S. who reviewed the standards</li> </ul>
	Science	NGSS was adopted by the State Board of Education. The California Science Expert Review Panel created clarification statements (one clarification statement per standard).	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• California Science Expert Review Panel</li> </ul>
	Foreign Language and Culture	No information available	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Visual and Performing Arts	The standards were built on a previous standard - the Visual and Performing Arts Framework for California Public Schools (adopted in 1996).	No information available

State	Subject	Process Summary	Stakeholders Involved
Colorado	Reading, Writing, & Communicating	<p>On December 10, 2009, the Colorado State Board of Education (BOE) adopted the Colorado Academic Standards (CAS). Upon the release of Common Core State Standards (CCSS), the Colorado Department of Education commissioned a gap analysis to determine the overlap between the CAS and the CCSS for Reading, Writing, &amp; Communicating. The analysis found 95% alignment between the two sets of standards. On August 2, 2010, the BOE adopted CCSS and requested the integration of CCSS with CAS. The Colorado Standards Revision Subcommittee in Reading, Writing, and Communicating was involved in integrating these standard sets.</p> <p>The subcommittee drew upon the following references: Singapore National Curriculum; Massachusetts Curriculum Framework; Virginia Standards of Learning; Finland – National Core Curriculum; WestEd Colorado Model Content Standards Review; College Board Standards for College Success; Achieve Benchmarks for Elementary, Middle, and High School English; National Standards for National Council of Teachers of English; Colorado Basic Literacy Act; National Education Literacy Panel (NELP); National Reading Panel Report; Building Blocks to the Colorado K–12 Content Standards; and Foundation for Critical Thinking.</p> <p>The CAS were created by a broad spectrum of Coloradans representing Pre-K and K–12 education, higher education, and business.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Department of Education</li> <li>• Colorado Standards Revision Subcommittee in Reading, Writing, and Communicating</li> <li>• Citizens from Pre-K and K–12 education, higher education, and business</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Mathematics	<p>On December 10, 2009, the Colorado State Board of Education (BOE) adopted the Colorado Academic Standards (CAS). On August 2, 2010, the BOE adopted CCSS and requested the integration of CCSS with CAS. The Colorado Standards Revision Subcommittee in Reading, Writing, and Communicating was involved in integrating these standard sets.</p> <p>The subcommittee drew upon the following references: Singapore National Curriculum; Massachusetts Curriculum Framework; Virginia Standards of Learning; Finland – National Core Curriculum; WestEd Colorado Model Content Standards Review; Achieve Benchmarks for Elementary, Middle, and High School Mathematics; Benchmarks 2061; College Board Standards for College Success; Guidelines for Assessment and Instruction in Statistics Education; NCTM Principles and Standards for School Mathematics and Focal Points; Standards for Success “Understanding University Success;” Minnesota Academic Standards, Mathematics K–12; Building Blocks to the Colorado K–12 Content Standards; and National Math Panel Report.</p> <p>The CAS were created by a broad spectrum of Coloradans representing Pre-K and K–12 education, higher education, and business.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Department of Education</li> <li>• Colorado Standards Revision Subcommittee in Mathematics</li> <li>• Citizens from Pre-K and K–12 education, higher education, and business</li> </ul>
	Science	<p>On December 10, 2009, the Colorado State Board of Education (BOE) adopted the Colorado Academic Standards (CAS). A subcommittee was convened to revise standards.</p> <p>The subcommittee drew upon the following references: Science for all Americans (AAAS); Benchmarks for Science Literacy (AAAS); The Atlas for Science Literacy (AAAS); National Science Standards (NAS); Taking Science to School (National Research Council); Ready, Set, Science (National Research Council); Systems for States Science Assessment (Committee on Test Design for K–12 Science Achievement); Before It’s Too Late (National Commission on Mathematics and Science Teaching for the 21<sup>st</sup> Century); Science Education that Makes Sense (American Educational Research Association); Science Frameworks (NAEP); Singapore National Curriculum; Massachusetts Curriculum Framework; Virginia Standards of Learning; Finland – National Core Curriculum; WestEd Colorado Model Content Standards Review; and Building Blocks to the Colorado K–12 Content Standards.</p> <p>The CAS were created by a broad spectrum of Coloradans representing Pre-K and K–12 education, higher education, and business.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Citizens from Pre-K and K–12 education, higher education, and business</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Social Studies	<p>On December 10, 2009, the Colorado State Board of Education (BOE) adopted the Colorado Academic Standards (CAS). A subcommittee was convened to revise standards.</p> <p>The subcommittee drew upon the following references: Singapore National Curriculum, Massachusetts Curriculum Framework, Indiana Department of Education, Finland – National Core Curriculum, WestEd Colorado Model Content Standards Review, and Building Blocks to the Colorado K–12 Content Standards.</p> <p>The CAS were created by a broad spectrum of Coloradans representing Pre-K and K–12 education, higher education, and business.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Citizens from Pre-K and K–12 education, higher education, and business</li> </ul>
	Arts	<p>On December 10, 2009, the Colorado State Board of Education (BOE) adopted the Colorado Academic Standards (CAS). A subcommittee was convened to revise standards.</p> <p>The subcommittee drew upon the following references: Singapore National Curriculum, Massachusetts Curriculum Framework, New Jersey Core Curriculum Content Standards, Connecticut Common Core of Learning Standards, Indiana Theatre Standards, New South Wales – National Board of Studies, Scotland Creative Arts Standards, National Standards for Theatre, current Colorado Model Content Standards, WestEd Colorado Model Content Standards Review, and Building Blocks to the Colorado K–12 Standards.</p> <p>The CAS were created by a broad spectrum of Coloradans representing Pre-K and K–12 education, higher education, and business.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Citizens from Pre-K and K–12 education, higher education, and business</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Comprehensive Health, Physical Education	<p>On December 10, 2009, the Colorado State Board of Education (BOE) adopted the Colorado Academic Standards (CAS). A subcommittee was convened to revise standards.</p> <p>The subcommittee drew upon the following references: WestEd Colorado Model Content Standards Review, National Standards for Physical Education, National Health Education Standards, Massachusetts Comprehensive Health Curriculum Framework, North Carolina Healthful Living Standard Course of Study and Grade Level Competencies, Singapore Health Education Syllabus (Primary and Secondary), Singapore Physical Education Syllabus (Primary and Secondary), Finland National Core Curriculum for Basic Education: Health Education and Physical Education, California Physical Education Content Standards, New Jersey Comprehensive Health and Physical Education Content Standards, Colorado Comprehensive Health Education Act of 1990, HB 07-1292 for Sex Education, and Building Blocks to the Colorado K–12 Content Standards.</p> <p>The CAS were created by a broad spectrum of Coloradans representing Pre-K and K–12 education, higher education, and business.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Citizens from Pre-K and K–12 education, higher education, and business</li> </ul>
	World Languages	<p>On December 10, 2009, the Colorado State Board of Education (BOE) adopted the Colorado Academic Standards (CAS). A subcommittee was convened to revise standards.</p> <p>The subcommittee drew upon the following resources: Singapore National Curriculum, Massachusetts Curriculum Framework, California World Languages Content Standards, Finland – National Core Curriculum, and WestEd Colorado Model Content Standards Review.</p> <p>The CAS were created by a broad spectrum of Coloradans representing Pre-K and K–12 education, higher education, and business.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Citizens from Pre-K and K–12 education, higher education, and business</li> </ul>
Connecticut	English Language Arts, Mathematics	<p>The Connecticut State Department of Education (CSDE) conducted a multi-step adoption process to inform education stakeholders regarding the degree of alignment between Connecticut’s current standards and the new Common Core State Standards (CCSS) and to obtain feedback about their appropriateness and potential implications for Connecticut schools.</p> <p>Objectives of the process included:</p> <ol style="list-style-type: none"> <li>1) Through an inclusive process, obtain stakeholder feedback regarding the alignment, rigor and quality of the CCSS;</li> </ol>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• Alliance of Regional Educational Service Centers</li> <li>• Achieve</li> <li>• Education stakeholders</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
		<p>2) Broaden acceptance and understanding of the CCSS in advance of implementation;</p> <p>3) Inform recommendations from the State Board of Education;</p> <p>4) Assist the CSDE in planning for rollout, transition support, new resources and systems; and</p> <p>5) Inform the educational community and ensure transparency of all CSDE activities related to the adoption of the CCSS.</p> <p>Examples of Stakeholder Engagement:</p> <ul style="list-style-type: none"> <li>• April 15, 2010, CSDE met with representatives of the Alliance of Regional Educational Service Centers (RESC Alliance) to discuss and co-plan activities related to the adoption process.</li> <li>• On May 28, 2010, CSDE and representatives from Achieve brought together over 50 experts in Connecticut’s ELA and math standards to conduct a comparison study.</li> <li>• June 17, 2010, the CCSS Stakeholder Engagement Conference provided an opportunity for educational and other experts to provide feedback about the quality of the new standards.</li> </ul> <p>Data collected from Connecticut education stakeholders showed strong support for the adoption of the CCSS and a belief that Connecticut students would benefit from these new standards. Additionally, through Executive Order 41 in March 2014, a Governor-appointed Common Core Task Force (CCTF) was initiated. The CCTF was convened at the request of Governor Dannel P. Malloy based on feedback from educators and parents regarding the amount of change occurring in Connecticut’s classrooms. Much of this change stems from reform efforts included in the reauthorization of the Elementary and Secondary Education Act (ESEA). This CCTF was specifically charged to review state implementation of the CCSS, study best practices in that implementation effort, and make specific recommendations as to implementation improvements moving forward.</p>	

State	Subject	Process Summary	Stakeholders Involved
	Science	<p>The original science standards consisted of the 2004 Core Science Curriculum Framework. In 2010, the Prekindergarten–Grade 8 Curriculum Standards and Assessment Expectation: Science was issued, which added specificity to the 2004 Core Science Curriculum Framework. In a 2008 position statement, the Connecticut Board of Education called for an approach to ensuring that every student in grades PK–12 receives a "rich and coordinated" education in science. Guidelines were provided to establish collaboration among various stakeholders to build a science education system. The Next Generation Science Standards (NGSS) were adopted in 2015.</p> <p>A two-year stakeholder engagement effort was launched before the standards were adopted to convey accurate, consistent and understandable information about NGSS and to elicit stakeholders' impressions and recommendations. The stakeholder outreach initiative targeted a wide variety of stakeholders (e.g., science educators/supervisors, parents, boards of education, superintendents, representatives from higher education, informal science educators) and included in-person presentations, webinar broadcasts, and facilitated focus groups. Nearly 100 in-person information sessions for groups such as school boards, curriculum committees, administrative councils, and parent organizations were conducted.</p> <p>In addition to the in-person local presentations, online webinars for local school board members and principals were hosted by the Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Schools (CAS). Working in collaboration with the Connecticut Parent Teacher Association (CT PTA) and with CSDE Family Engagement Consultant, Dr. Judy Carson, a series of parent information sessions were held. Parents representing about 30 school districts attended the NGSS information sessions and gave feedback through an online survey. Additionally, the CSDE created a 50-member NGSS District Advisory Council.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Science educators/supervisors</li> <li>• Parents</li> <li>• Boards of education</li> <li>• Superintendents</li> <li>• Higher education representatives</li> <li>• Informal science educators</li> <li>• Connecticut Association of Boards of Education</li> <li>• Connecticut Association of Schools</li> <li>• Connecticut Parent Teacher Association</li> <li>• CSDE Family Engagement Consultant</li> </ul>



State	Subject	Process Summary	Stakeholders Involved
	Social Studies	<p>Writing teams met during the 2013–14 school year and the summer of 2014. The teams consisted of social studies educators in elementary school, middle school, high school, and college/university. Review sessions took place at schools, regional education centers, and with specific audiences (the frameworks document did not mention which audiences). The framework is not intended to be a state curriculum; it is intended to be a model for curriculum change in local school districts.</p> <p>Numerous stakeholder groups were engaged in the process:</p> <ul style="list-style-type: none"> <li>• Connecticut Social Studies Teachers (multiple presentations: 5 late afternoon/early evening sessions at various schools, presentation at all six RESCs, presentations for feedback in 17 individual districts)</li> <li>• Presentation to conference of local boards of education</li> <li>• Presentation to state superintendents, district administrators (webinar organized by CABE)</li> <li>• Presentation to representatives of African-American, Hispanic-American, Asian-American, and Native-American communities</li> <li>• Webinar presentation (for feedback) to John Lee and Kathy Swan, authors of national College, Career, and Civic Life (C3) social studies framework</li> <li>• Webinar presentation (for feedback) to CS4 group (other state social studies consultants)</li> <li>• Presentation to invited language arts teachers, school librarians</li> </ul>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Writing teams of K–12 and higher education social studies educators</li> <li>• Local boards of education</li> <li>• State superintendents</li> <li>• District administrators</li> <li>• Representatives of African-American, Hispanic-American, Asian-American, and Native-American communities</li> <li>• Authors of national C3 social studies framework</li> <li>• State social studies consultants</li> <li>• Language arts teachers</li> <li>• School librarians</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Arts	<p>The state board of education issued a proposed position statement on the arts standards in January 2016. It recommended adopting the National Core Arts Standards as the Connecticut Arts Standards.</p> <p>In the summer of 2015, the CSDE formed review teams to crosswalk the 1998 Connecticut Arts Curriculum Framework to the 2014 NCAS, identifying differences and preparing a recommendation for adopting the online NCAS as new Connecticut Arts Standards. Since that time stakeholders statewide had opportunities to provide feedback at presentations, through webinars and via surveys.</p> <p>Numerous stakeholders were engaged in the process to ensure opportunities across the state:</p> <ul style="list-style-type: none"> <li>• Higher education</li> <li>• Arts and cultural institutions</li> <li>• Arts teachers across the art forms</li> <li>• Arts and non-arts administrators at district levels</li> <li>• Parents</li> <li>• Boards of education</li> <li>• Students</li> <li>• Each Regional Education Service Centers.</li> </ul> <p>To ensure the new national standards are viewed through Connecticut’s lens, feedback was incorporated into a Position Statement on the Implementation of the Connecticut Arts Standards. Stakeholders are ready to focus on building artistic literacy, which is at the heart of these new standards.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Higher education stakeholders</li> <li>• Arts and cultural institutions</li> <li>• Arts teachers across the arts forms</li> <li>• Arts and non-arts administrators at district-levels</li> <li>• Parents</li> <li>• Boards of education</li> <li>• Students</li> <li>• Regional Education Service Centers</li> </ul>
	Health	<p>In 2004-05 the CSDE convened a core writing team. Stakeholders contributed as they brought together a group of approximately 20 stakeholders from diverse school districts (e.g., urban, suburban, and rural) and experts in the field of health education. The draft documents were sent out to districts for vetting. Frameworks passed in 2006 as the Healthy and Balanced Living Curriculum Framework, Comprehensive School Health Education, and Comprehensive Physical Education.</p> <p>Stakeholders assisted in writing the documents, vetting, and giving feedback. Numerous professionals contributed to the development of the Healthy and Balanced Living Curriculum Framework.</p>	<ul style="list-style-type: none"> <li>• Professionals</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Physical Education	<p>The framework is based on <i>Moving into the Future: The National Standards for Physical Education</i> (2nd Edition). In 2004-05 the CSDE convened a core writing team. Stakeholders contributed as they brought together a group of approximately 20 stakeholders from diverse school districts (e.g., urban, suburban, and rural) and experts in the field of health education. The draft documents were sent out to districts for vetting. Frameworks passed in 2006 as the Healthy and Balanced Living Curriculum Framework, Comprehensive School Health Education, and Comprehensive Physical Education.</p> <p>Stakeholders assisted in writing the documents, vetting, and giving feedback. Numerous professionals contributed to the development of the Healthy and Balanced Living Curriculum Framework.</p>	<ul style="list-style-type: none"> <li>• Professionals</li> </ul>
	Foreign Language	<p>The document is based upon the work of the National Standards in Foreign Language Education Project (1996) and recent research findings in world language education.</p> <p>Participants included: Connecticut Council of Language Teachers (COLT), directors, language professors from teacher preparation programs, a student, someone from the World Affairs Council, and a business/industry representative.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Connecticut Council of Language teachers</li> <li>• Language professors from teacher preparation programs</li> <li>• Student</li> <li>• World Affairs Council</li> <li>• Business/industry representative</li> </ul>
	Career and Technical Education	<p>A College Career Pathways Collaborative Committee was formed in the fall of 2016 with representation from the CSDE and the Board of Regents (BOR) for the purpose of developing rigorous, standardized guidelines for dual enrollment programs primarily funded through Carl D. Perkins. The College Career Pathways (CCP) programs are partnerships between Connecticut secondary programs and Connecticut Community Colleges to offer secondary students the opportunity to earn both secondary and postsecondary course credit while in high school in areas of CTE such as engineering, manufacturing, early childhood education, business and health careers. The group worked to align policies and requirements of postsecondary New England Association of Schools and Colleges (NEASC) standards, Carl D. Perkins Legislation, and CSDE and BOR policies into a consistent set of guidelines to be utilized by colleges and high schools in planning, implementation and accountability for CCP programs.</p> <p>A CCP Guidelines: Feedback Survey was posted to the CSDE website for two months to gather feedback from stakeholders. Additionally, the document was shared with the CCP coordinators from the colleges and their secondary partners to gather input on the document.</p>	<ul style="list-style-type: none"> <li>• Board of Regents</li> <li>• Department of Education</li> <li>• College Career Pathways coordinators</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Information and Communications Technologies	<p>A Business and Finance and Technology Education Standards Advisory Committee was formed in the fall of 2014 to revise the existing Computer Information Systems Competency Standards. This committee was made up of 12 business teachers and administrators from across the state that met three times to review and revise the Computer Information Systems Standards. The National Business Education Standards were used to revise the Connecticut Computer Information Systems Competency Standards.</p> <p>The revised standards were sent to 500 business teachers and administrators for vetting purposes. After this process, the standards were approved and posted on the CSDE website.</p>	<ul style="list-style-type: none"> <li>• Business teachers and administrators</li> </ul>
	English Language Proficiency	<p>The Council of Chief State School Officers and WestEd’s Assessment and Standards Development Services developed a new set of English Language Proficiency (ELP) standards known as “ELPA21 Standards.” In Connecticut, a committee of educators, administrators, and higher education representatives was convened with a goal of selecting or developing new ELP standards. After thorough consideration of several options, the committee unanimously chose to move forward with the “ELPA21” standards, and then named them the CELP for its state. Subsequent committee work involved the vetting of proficiency descriptors, development of progressions and supporting documents and expansion of correspondences to additional content areas, including science and social studies. These materials were presented and reviewed by the Academic Standards and Assessment Committee in June 2015 and at the September 2015 Board meeting, and then adopted at the October 2015 Board meeting.</p> <p>Additionally, Principle 1 of Connecticut’s ESEA Flexibility Request requires the Board to adopt new ELP standards aligned to College- and Career-Ready Standards by fall 2015.</p> <p>Numerous districts and organizations were engaged in the process of receiving information on the CELP Standards and/or providing feedback. Stakeholder groups included: general education teachers, ESL/bilingual teachers, boards of education, superintendents, central office administrators, higher education, RESC education specialists, CSDE management and consultants, SBE, Education Committee of the Legislature, representatives of parent and community groups, and parents. Professional organizations were engaged, such as Connecticut Administrators of Programs for English Language Learners (CAPELL), ConnTESOL, CALAS, CAS, and CABE. During the informational sessions, CELP Information Session</p>	<ul style="list-style-type: none"> <li>• General education teachers</li> <li>• ESL/bilingual teachers</li> <li>• Boards of education</li> <li>• Superintendents</li> <li>• Central office administrators</li> <li>• Higher education</li> <li>• Regional Education Service Centers</li> <li>• Education specialists</li> <li>• Department of Education management and consultants</li> <li>• State Board of Education</li> <li>• Education Committee of the Legislature</li> <li>• Representatives of parent and community groups</li> <li>• Parents</li> <li>• Connecticut Administrators of Programs for English Language Learners</li> <li>• ConnTESOL</li> <li>• Connecticut Association of Latino Administrators and Superintendents</li> <li>• Connecticut Association of Schools</li> <li>• Connecticut Association of Boards of Education</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
		<p>Feedback Surveys were disseminated and feedback was reviewed by the committee. A summary of the feedback was shared with the SBE when the CELP standards were presented.</p> <p>Post-adoption: CELP Standards training was developed and conducted free of charge at all RESCs. Two trainings were provided to meet the varied needs of general educators and ESL service providers. In addition, an online module has been developed and will be available on the English Learners page. Additional training is in development.</p>	
Delaware	English Language Arts	<p>Delaware engaged members of the Literacy Cadre, comprised of reading specialists and literacy coaches, representing districts and charter schools. In addition to the Literacy Cadre, Delaware engaged stakeholder groups consisting of district-level administrators, teachers, and partner organizations. These groups met to review and provide feedback on each iteration of the ELA/Literacy CCSS up until adoption in August in 2010. In 2012, Delaware formed a Literacy Coalition, comprised of district curriculum administrators and partner organizations to include institutes of higher education; both the Literacy Coalition and Literacy Cadre meet monthly.</p> <p>Stakeholder feedback was solicited prior to adoption of the CCSS.</p>	<ul style="list-style-type: none"> <li>• Reading specialists</li> <li>• Literacy coaches</li> <li>• District-level administrators</li> <li>• District curriculum administrators</li> <li>• Teachers</li> <li>• Partner organizations</li> <li>• Public invited to comment</li> </ul>
	Mathematics	<p>Delaware engaged stakeholder groups consisting of district-level administrators, teachers, and partner organizations. These groups met to review and provide feedback on each iteration of the CCSS up until adoption in August in 2010. Delaware also engaged members of the Mathematics Cadre, comprised of mathematics specialists and coaches, representing districts and charter schools.</p> <p>Stakeholder feedback was solicited prior to adoption of the CCSS.</p>	<ul style="list-style-type: none"> <li>• Mathematics specialists</li> <li>• Mathematics coaches</li> <li>• District-level administrators</li> <li>• Teachers</li> <li>• Partner organizations</li> <li>• Public invited to comment</li> </ul>
	Science	<p>There is a well-established Delaware Science Coalition that consists of key stakeholder groups – all public-school districts and a majority of the state's charter schools. The coalition meets monthly and has been in place for nearly two decades. Delaware teachers were involved with the review of the standards while in development.</p> <p>Public comments were allowed regarding adoption of NGSS, and regional meetings were conducted to solicit feedback.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• The Delaware Science Coalition</li> <li>• Public allowed to provide comments on the adoption of NGSS</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Social Studies	<p>There is a well-established Delaware Social Studies Coalition that consists of key stakeholder groups: all public school districts, majority of state's charter schools. The coalition meets monthly.</p> <p>Public comments were accepted regarding revision.</p>	<ul style="list-style-type: none"> <li>• The Delaware Social Studies Coalition</li> <li>• Public invited to provide feedback</li> </ul>
	World Languages	The following organizations contributed to the revisions: The Kentucky Standard for World Language Proficiency, the American Council on the Teaching of Foreign Languages, the National Council of State Supervisors for Languages, the Delaware World Language Teacher Leader Network, and the Subcommittee on Refreshing Delaware's World Language Standards.	No information available
	Arts	<p>The National Core Arts Standards for Dance, Media Arts, Music, Theatre, and Visual Arts were adopted in their entirety by the Delaware State Board of Education on March 17, 2016. Teachers advocated for the adoption of these standards by circulating a petition indicating their readiness, after 20 years, for new learning targets in the arts.</p> <p>Three public county-wide workshops were held in February 2016 to introduce the proposed standards and to answer questions about the standards development process.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Teachers</li> <li>• Public invited to comment</li> </ul>
	Health	These standards were created with consultation from local health educators and national education experts, drawing from the National Health Education Standards.	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Local health educators</li> <li>• National education experts</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
Florida	ELA, Mathematics, Science, Social Studies, English Language Development, World Languages, Health Education, Physical Education, Visual Art, Theatre, Dance, Music, Special Skills, Gifted Education	<p>The Florida Department of Education (FDOE) opened three channels for the public to provide input:</p> <ul style="list-style-type: none"> <li>• Three public meetings were held throughout the state at which attendees communicated support for and/or concerns about the standards.</li> <li>• A website was posted that presented information about the new standards, links to the proposed standards, transcripts of the public meetings, and other resources. A form was provided on the website for public input.</li> <li>• An email address was created for individuals to send their comments directly to the FDOE.</li> </ul> <p>Based on the results of these comments, in January of 2014, the Department recommended that changes be made to the standards adopted in July 2010.</p> <p>The Commissioner is responsible for "periodically review[ing], accept[ing] public comment on, and revis[ing] Florida standards. The process shall begin with convening an expert group to review the standards and make recommendations to the Commissioner for the review and revision. The Commissioner shall determine whether revisions are necessary based on the recommendations of the expert group, and shall propose such revisions to the State Board of Education for adoption."</p> <p>The public was given the opportunity to provide input/feedback during the statewide meeting, through an online form and email.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Public invited to provide feedback</li> </ul>
Georgia	English Language Arts, Mathematics	<p>On July 8, 2010, Georgia adopted the CCSS as the Common Core Georgia Performance Standards (CCGPS). On January 15, 2015, the revised CCGPS in ELA and mathematics were adopted. On February 19, 2015, the Georgia State Board of Education voted to rename the state's standards the Georgia Standards of Excellence.</p> <p>The public was given 60 days to provide comments to the revised K-12 standards.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to provide feedback</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Social Studies	<p>The Social Studies Committee was convened to discuss adoption of the Social Studies Georgia Standards of Excellence. The State Board of Education reviewed standards for approval at the June 9, 2016 meeting. The tentative timeline for implementation will be during the 2017–18 school year.</p> <p>The public was given 60 days to provide comments to the revised K-12 standards.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Social Studies Committee</li> <li>• Public invited to provide feedback</li> </ul>
	Science	<p>The Science Standards Precision Review has committees working on reviewing science standards. The working committee met to revise standards, while the advisory and academic committees met to review standard changes. In March 2016, the finalized standards went to the State Board for approval. During the 2016–17 school year, the Georgia Department of Education will be working on assessments, creating resources, and delivering professional development. Teachers will implement the revised standards during the 2017–18 school year.</p> <p>The public was given 60 days to provide comments to the revised standards by grade level (K-8) and high school course (9-12).</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Science Standards Precision Review committees</li> <li>• Public invited to provide feedback</li> </ul>
	Fine Arts: Visual Arts and Theatre Arts	<p>The Georgia Department of Education is conducting a review of the fine arts standards, and is asking teachers to examine the standard for acceptance as is or to recommend changes to content, wording, and/or sequencing. The Department has made available surveys for feedback (one for each grade/level). In 2017–18, a review for the Music and Dance standards is planned.</p> <p>Teachers have the opportunity to review the standards and provide comments and feedback on content, wording, and/or sequencing via online surveys for each grade (K-8) and high school course (9-12).</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Teachers</li> </ul>
	Health Education	<p>Next review and revision cycle has not been determined.</p> <p>Teachers have the opportunity to review the standards and provide comments and feedback on content, wording, and/or sequencing via online surveys.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Teachers</li> </ul>
Hawai'i	English Language Arts, Mathematics	<p>The Hawai'i Board of Education (BOE) adopted the CCSS for ELA and Math as part of the state's effort to ready students for college and career.</p> <p>BOE meetings allow for public input. Teacher content panels and institutions of higher education members provided input.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Teacher content panels</li> <li>• Members of institutes of higher education</li> </ul>



State	Subject	Process Summary	Stakeholders Involved
	Science	<p>The Hawai'i BOE adopted NGSS as part of the state's efforts to ready students for college and career.</p> <p>BOE meetings allow for public input. Teacher content panels and institutions of higher education members provided input.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Teacher content panels</li> <li>• Members of institutes of higher education</li> </ul>
	Social Studies	<p>The Hawai'i BOE adopted the C3 Framework as part of the state's efforts to ready students for college and career. Standards are being developed based on that framework.</p> <p>BOE meetings allow for public input. Teacher content panels and institutions of higher education members provided input. Community groups, teachers, and institutions of higher education staff will help to write the standards.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Teacher content panels</li> <li>• Members of institutes of higher education</li> <li>• Community groups</li> <li>• Teachers</li> </ul>
	Fine Arts, Health, Physical Education, World Languages, Career and Technical Education	<p>In 1994, the Hawai'i State Legislature created the Performance Standards Review Commission (PSRC) to be convened beginning in the 1997–98 school year and every four years thereafter to assess the effectiveness of Hawai'i's standards-based education implementation. With the adoption of CCSS, the commission ended.</p> <p>The Hawai'i Department of Education (DOE) will use teacher work groups, community stakeholder meetings, public website polls, and principal meetings to garner input.</p>	<ul style="list-style-type: none"> <li>• State Legislature</li> <li>• Performance Standards Review Commission</li> <li>• Teacher work groups</li> <li>• Principals</li> <li>• Community members</li> </ul>

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Idaho	English Language Arts, Mathematics	<p>House Bill 314 passed by the Idaho Legislature required the SDE to review the math and ELA standards in 2015. All stakeholders were given the opportunity to provide comments. Different avenues (e.g., radio and TV advertisements) were used to elicit reviews/comments. Public feedback was evaluated by a team of Idaho educators and stakeholders. The team recommended 21 revisions or additions to the ELA standards and two revisions to the math standards. These revisions were taken to the Idaho State Board of Education for approval before moving to the Idaho Legislature for final approval.</p> <p>Revised standards based on public input in negotiated rulemaking were taken to the Idaho State Board of Education in August of 2016. All standards moved forward without changes.</p> <p>All these standards underwent a 21-day public comment session in October. Final approval of the standards from the Board were sought in a November Board meeting. Pending this approval all will be sent to the Idaho Legislature in a 2017 session for the final approval step.</p> <p>The public was given the opportunity to provide feedback. Members of the evaluation/review process consisted of educators and stakeholders (K–12 teachers, administrators, higher education institutions, PTA, parents, and business and industry members, all of whom were selected from applications submitted).</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• K–12 teachers</li> <li>• Administrators</li> <li>• Higher education institutions</li> <li>• PTA</li> <li>• Parents</li> <li>• Business and industry members</li> </ul>
	Science	<p>The Idaho SDE is conducting a series of public meetings to provide stakeholders an additional opportunity to give input on negotiated rulemaking and revisions to the Idaho Content Standards. The standards will be taken to the SBE in December. The legislature will be asked to move them forward as a pending rule in 2017, with final approval anticipated in the 2018 legislative session.</p> <p>The public can record their comments on the comment form and bring it to the meetings or submit their feedback online.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• Public invited to provide feedback</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Science, Social Studies, Physical Education, Health Education, Computer Science, Arts and Humanities	<p>Revised standards based on public input in negotiated rulemaking were taken to the Idaho State Board of Education in August of 2016. All standards moved forward without changes.</p> <p>All these standards underwent a 21-day public comment session in October. Final approval of the standards from the Board were sought in a November Board meeting. Pending this approval all will be sent to the Idaho Legislature in a 2017 session for the final approval step.</p> <p>The public can record their comments on the comment form and bring it to the meetings or submit their feedback online.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
Illinois	English Language Arts, Mathematics	<p>Illinois was involved in the planning for CCSS. Superintendent Christopher Koch represented the BOE at a conference that provided policymakers an opportunity to react to the proposed timeline for moving forward with CCSS adoption. At the BOE's June 24, 2010 meeting, General Counsel Reisberg explained how rules were being amended to incorporate CCSS for ELA and math, replacing the State Goals for Learning and Illinois Learning Standards. CCSS was adopted by August 2, 2010 as part of Illinois's Race to the Top application. The implementation/transition process and timeline were discussed at this meeting.</p> <p>Public meetings/comments were held in September 2009 and March 2010.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	Science	<p>Illinois became a member of a 26-state consortium to guide the standards-writing, and created the Illinois Lead State Review Committee. The committee consisted of representatives from K–12, education policy, science education, and informal science communities.</p> <p>Standards were reviewed by science educators, higher education representatives, and business and industry leaders. There were two public review periods.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to review</li> <li>• Science educators</li> <li>• Higher education representatives</li> <li>• Business and industry leaders</li> </ul>
	Social Science	<p>Social Science Standards Revision Task Force was formed, and consisted of teachers from various social studies disciplines, grades, and geographic regions of Illinois. Universities and social science organizations were also part of the task force. The task force used the C3 Framework to guide their work.</p>	<ul style="list-style-type: none"> <li>• Social Science Standards Revision Task Force</li> </ul>
	Physical and Health Development	<p>The Illinois Enhance Physical Education Task Force developed the standard using National Standards for Physical Education, National Health Education Standards, the 1985 State Goals for Physical Development and Health, and other states' standards.</p>	<ul style="list-style-type: none"> <li>• Illinois Enhance Physical Education Task Force</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Fine Arts	Developed using the National Standards for Arts Education, 1985 State Goals for Fine Arts, various national and state resources, and local standards.	<ul style="list-style-type: none"> <li>State Board of Education</li> </ul>
	Foreign Languages	No information available	<ul style="list-style-type: none"> <li>State Board of Education</li> </ul>
Indiana	English Language Arts, Mathematics	<p>Phase 1: technical review committees of educators in ELA and math, and curriculum directors</p> <p>Phase 2: advisory committees of educators, high education representatives, and community representatives</p> <p>Phase 3: college- and career-ready panel of higher education, career, and business representatives</p> <p>Phase 4: evaluation team with cross representation to evaluate multiple sets of standards on own merit</p> <p>The evaluation process was led by CSAI.</p> <p>Members of the evaluation process represent content and field experts from K–12 settings and higher education, Technical and Advisory groups, and business and community members.</p>	<ul style="list-style-type: none"> <li>Content and field experts from K–12 and higher education</li> <li>Technical and Advisory groups</li> <li>Business and community members</li> </ul>
	Social Studies	<p>Teacher committees of K–12 teachers and social studies specialists were created to thoroughly review and update the standards. Higher education content specialists also reviewed and updated the standards.</p> <p>The standards were available for public review comments from late June to early August 2013.</p>	<ul style="list-style-type: none"> <li>State Board of Education</li> <li>K–12 teachers and social studies specialists</li> <li>Public invited to comment</li> </ul>
	Science and Computer Science	<p>Process used was modeled after the standards revision process of 2014 for the math and ELA standards.</p> <p>Committees of educators met virtually and provided feedback in spreadsheets. Feedback was reviewed by a leadership team composed of master teachers and education and content professors, and vetted against the most up-to-date research in science education - the Framework for K–12 Science Education.</p> <p>Multiple statewide public comment periods were held. Public comments were reviewed and considered.</p>	<ul style="list-style-type: none"> <li>State Board of Education</li> <li>Educators, including master teachers and education and content professors</li> <li>Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
Iowa	Literacy	<p>A team of teachers, school administrators, area education agency consultants, and business representatives were selected to conduct a review of the Iowa Literacy Standards. The team studied the research, gathered stakeholder feedback through surveys, public forums, and focus groups, analyzed their findings, and offered recommendations to the State Board for some minimal revisions to the standards. The State Board adopted their recommendations in November 2016.</p> <p>Public forums, focus groups, and a stakeholder survey were used to engage stakeholders.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Teachers</li> <li>• School administrators</li> <li>• Area education agency consultants</li> <li>• Business representatives</li> <li>• Public invited to comment</li> </ul>
	Mathematics	<p>A draft of the CCSS Mathematics standards was released in September 2009. The Board of Education (BOE) was provided an overview of the Iowa Core Curriculum at their September 9, 2009 meeting. At the BOE's July 29, 2010 meeting, Department Program Consultants provided an overview of the comparison conducted between CCSS and the Iowa Core, using the Achieve online tool. The BOE approved adoption of CCSS for K–12 ELA and math. The BOE later approved content additions to the CCSS.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Science	<p>On August 6, 2015, NGSS was adopted as part of Iowa's updated science standards. The Department of Education has developed a four-year transition plan for these updated standards.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Social Studies, 21 <sup>st</sup> Century Skills	<p>The BOE was provided an overview of the Iowa Core Curriculum at their September 9, 2009 meeting.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
Kansas	English Language Arts, Mathematics	<p>Standards are reviewed every seven years. The most recent review started in 2016. The state has formed review committees by requesting volunteers from all 10 State Board Districts. The full committee met online, followed by a two-day in-person meeting to complete the first draft of the revisions and collect feedback online. The first draft was sent to a review committee and their feedback is being collected for the writing committee. Based on the feedback, the committee will develop a second draft via a virtual meeting. The second draft will be presented to the public for comments at four public meetings. Based on the public comments, the committee will develop a third draft during a one-day in-person meeting. This third draft will be presented to the State Board of Education (BOE) for final review.</p> <p>Public comments were collected on the second draft of revisions.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Review committees</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Science	<p>Standards are reviewed at least every seven years. A Kansas review committee is formed to help with the review process. The committee is divided into two groups: a writing group and a review group. Both virtual and in-person meetings are held to review the current standards and determine what changes, additions, or deletions are necessary. The second draft of the standards is taken for public comments across the state, and changes are made based on those comments. A third draft is completed and shared with the State Board of Education for their input. The final draft of the standards is adopted by the State Board of Education. The Science Standards will begin its next review process in 2018 with final adoption by 2020.</p> <p>Public comments were collected on two drafts of the standards.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Review committee</li> <li>• Public invited to comment</li> </ul>
	History, Government, and Social Studies	<p>Standards are reviewed at least every seven years. The review process started in the fall of 2011 with a committee convened to create draft standards. The standards were shared across the state and presented to the State BOE. Members of the Standards Writing Committee were present to discuss the order of the draft standards with BOE members. Concerns received during the comment period were shared with the BOE and any changes suggested to the standards, deemed appropriate and necessary, were made. Final adoption of these standards are done by the Kansas State BOE. The next review cycle will begin in 2018 with adoption expected no later than 2020.</p> <p>Draft standards were posted on the Department of Education website for public review and comment.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Committee to create draft standards</li> <li>• Public invited to comment</li> </ul>
	Health	<p>A committee of K–12 teachers, school nurses, and higher education health professors wrote the standards. The standards were posted on the Kansas Department of Education website for the public to view and provide feedback. Four public forums were also held across the state. The State Board of Education provides final approval of the standards, which are currently under review.</p> <p>Proposed standards are posted on the Kansas Department of Education website for public feedback. Four public forums were held across the state.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• K–12 teachers</li> <li>• School nurses</li> <li>• Higher education health professors</li> <li>• Public invited to comment</li> </ul>
	Physical Education	<p>A committee of physical education teachers and professors created the standards based on the National Association of Physical Education and Sport Standards for Physical Education.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Physical education teachers and professors</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Fine Arts: Dance, Music, Theater, and Visual Arts	Committees are formed for each of these areas. The process followed is similar to all other standards in that the committee contains members of the educational community from each specific content area, as well as members of higher education. Other state standards and national standards are considered.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Fine arts specialists</li> <li>• Higher education</li> </ul>
	Library, Media	<p>A committee of library media specialists, higher education, and curriculum leaders review these standards. Standards from other states, as well as national standards, serve as support documents for any needed changes. The State Board of Education receives the first, second, and third drafts of the standards. After public comments are obtained, a final draft is presented to the State Board for approval. New standards are scheduled to go to the State Board for approval in December 2016.</p> <p>Public comments are solicited.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Library media specialists</li> <li>• Higher education</li> <li>• Curriculum leaders</li> <li>• Public invited to give feedback</li> </ul>
	English Language Proficiency	The English Language Proficiency Standards Committee presented new ELP Standards to the Board of Education for review in 2013. Committees are formed for each of these areas. The process followed is similar to all other standards in that the committee contains members of the educational community from each specific content area, as well as members of higher education. Other state standards and national standards are considered.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• ELP Standards Committee</li> </ul>
	Counseling, Early Learning Standards	The process followed is similar to all other standards in that the committee contains members of the educational community from each specific content area, as well as members of higher education. Other state standards and national standards are considered. Approval of standards is done by the State Board of Education.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Social, Emotional, and Character Development (SECD)	Kansas was the first state to develop SECD standards.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	World Language	The process followed is similar to all other standards in that the committee contains members of the educational community from each specific content area, as well as members of higher education. Other state standards and national standards are considered. Approval of standards is done by the State Board of Education. These standards are currently under review and expected to go to the State Board of Education for approval in the summer of 2017.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
Kentucky	Science	The State Board of Education approved NGSS to be the Kentucky Core Academic Standards for science.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Arts and Humanities	<p>Kentucky teachers reviewed national arts standards, with additional feedback from 982 stakeholders.</p> <p>Arts standards were opened for public feedback.</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Public was invited to provide feedback</li> </ul>
	World Languages	The 2013 revision included support from: the American Council on the Teaching of Foreign Languages, the National Council of State Supervisors for Languages, the LinguaFolio Alignment Project committee, the South Carolina Department of Education, and the Kentucky World Language Association.	No information available
Louisiana	English Language Arts, Mathematics	<p>The state requires standards to be reviewed once every seven years. In April 2015, the Board of Elementary and Secondary Education (BESE) required the Department of Education (DOE) to review and revise state ELA and mathematics standards. A 26-member review panel was convened. This review panel recommended that 21% of the ELA and math standards be changed. Over 100 state educators, university representatives, business and industry representatives, and parent groups participated in the review and development process. The BESE and governor have approved these new standards, which will be effective for the 2016–17 school year.</p> <p>Business and industry representatives and parent groups participated in the review process. The DOE also hosts a Standards Review Portal to allow parents, educators, and the public to provide feedback, which is shared with the review committees.</p>	<ul style="list-style-type: none"> <li>• State Board of Elementary and Secondary Education</li> <li>• Department of Education</li> <li>• State educators</li> <li>• University representatives</li> <li>• Business and industry representatives</li> <li>• Parent groups</li> </ul>



State	Subject	Process Summary	Stakeholders Involved
	Health, Physical Education	<p>Act 180 required the Louisiana Department of Education (LDOE) to coordinate the development of health and physical education curricula in all public elementary and secondary schools. In 2007, coordinated school health stakeholders also recommended the development of grade-level expectations (GLEs) for health and PE. In February 2009, health education professionals from across the state were convened by the Division of Student and School Learning and Support, Health and Wellness Section, to assist with development of GLEs. Throughout 2009 and 2010, the development committee met face-to-face on three occasions to create draft GLEs. The National Association of Sport and Physical Education provided support in identifying three national consultants for external review of GLEs and development of implementation strategy. A final committee meeting was held to review public comments and external review feedback. In January 2011, LDOE staff presented the GLEs to the Board of Elementary and Secondary Education for review and approval.</p> <p>An online/electronic public review and feedback system was created on the LDOE site.</p>	<ul style="list-style-type: none"> <li>• Board of Elementary and Secondary Education</li> <li>• Department of Education</li> <li>• School health stakeholders</li> <li>• Public invited to comment</li> </ul>
	World Languages	These standards were developed based on national and international models, including the Standards for Foreign Language Learning in the 21st Century and the Common European Framework of Reference for Languages.	No information available
	Early Childhood	State agency staff, national experts, and local stakeholders (infant/toddler experts, pre-k coordinators, higher education representatives, child care families and practitioners, Head Start and pre-k programs) were key in developing these standards.	<ul style="list-style-type: none"> <li>• State agency staff</li> <li>• National experts</li> <li>• Infant/toddler experts</li> <li>• Pre-k coordinators</li> <li>• Higher education representatives</li> <li>• Child care families and practitioners</li> <li>• Head Start</li> <li>• Pre-k programs</li> </ul>
Maine	English Language Arts, Mathematics	No information available	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>
	Science and Technology	<p>The first draft of NGSS was released on May 11, 2012. The second and final public draft was released in January 2013.</p> <p>The public was invited to participate in the NGSS survey to provide feedback.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Public invited to participate in NGSS survey</li> </ul>
	Social Studies	These standards include the History/Social Studies component of CCSS.	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Career and Education Development	These standards are connected to content areas and career development.	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>
	Health Education	These standards are based on the National Health Education Standards. Implementation of these standards is a local decision.	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>
	Physical Education	These standards are based on the National Association of Sport and Physical Education standards.	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>
	Visual and Performing Arts	No information available	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>
	World Languages	Students will be required to demonstrate achievement of these standards in order to complete a proficiency-based diploma starting in 2018.	No information available
Maryland	English Language Arts, Mathematics	The Board of Education (BOE) endorsed the draft CCSS standards in May 2010, and gave final approval after the final standards document was released on June 2. The new curriculum was expected to be ready for State Board adoption in June 2011.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Literacy in History/Social Studies content standards	The State Board endorsed the draft CCSS standards in May 2010. These standards include the Literacy Standards for History/Social Studies. The State Board gave final approval after the final standards document was released on June 2. The new curriculum framework was accepted by the State Board in June 2011. The College, Career, and Civic Readiness (C3) Framework was added to Social Studies Standard 6.0 and accepted by the State Board in January 2015.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Literacy in Science & Technical Subjects content standards	The State Board endorsed the draft CCSS standards in May 2010. These standards include the Literacy Standards for Science and Technical Subjects. The State Board gave final approval after the final standards document was released on June 2. The new curriculum framework was accepted by the State Board in June 2011. In April 2013, the BOE received a briefing on NGSS. The Assistant Superintendent in the Division of Instruction was tasked with providing additional information on the standards, including a preliminary implementation timeline. At their June 25, 2013 meeting, the BOE further discussed NGSS and voted to adopt the standards.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Assistant Superintendent, Division of Instruction</li> </ul>
	Braille	The Braille Authority of North America voted to adopt Unified English Braille as the official braille code of the U.S., to be implemented on January 4, 2016. A Unified English Braille Implementation Committee was convened to support the transition. This committee consisted of representation from the Maryland State Department of Education (MSDE), the MSDE Division of Special Education/Early Intervention Services Steering Committee of Programs for the Visually Impaired, the Maryland School for the Blind, the Maryland Instructional Resource Center, the National Federation of the Blind of Maryland, and the American Council of the Blind of Maryland.	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Unified English Braille Implementation Committee</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
Massachusetts	English Language Arts, Mathematics	<p>Commissioner Mitchell Chester recommended the adoption of curriculum frameworks that incorporated CCSS back in 2010. In August and September 2010, curriculum revision committees convened to identify augmentation areas specific to Massachusetts. During the standards transition period, the Department of Education worked on the content to be included on the Massachusetts Comprehensive Assessment System. State content teams worked closely with the CCSS writing teams. The state also conducted analysis to determine overlap between Massachusetts's revised frameworks and those of CCSS.</p> <p>Updates to the ELA standards is currently underway. The process started in February 2016, with the collection of public feedback to make edits to draft standards. Between June and September 2016, the edited standards underwent further review in preparation for sending draft standards to the Board of Elementary and Secondary Education (BESE) for review. Currently, BESE is reviewing proposed standards, gathering public feedback, and will be voting on the adoption of these standards.</p> <p>Public comments were collected through the development and editing process.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Curriculum revision committees</li> <li>• Public was invited to comment</li> </ul>
	Science and Technology/Engineering	<p>A review panel was convened to develop a revision of the science and technology/engineering (STE) standards. Massachusetts also joined in efforts to develop NGSS, using the National Research Council's Framework for K–12 Science Education. During NGSS development, Massachusetts educators contributed to public comments. The review panel adapted NGSS to meet state needs and expectations. Draft revised standards were released in December 2013, but not adopted so that Massachusetts districts could work on several other major initiatives undertaken in the state's Race to the Top grant. The final version of the STE framework was adopted in January 2016.</p> <p>Time was built in for public comment on STEM standards.</p>	<ul style="list-style-type: none"> <li>• Review panel</li> <li>• State educators</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
Michigan	English Language Arts, Mathematics	<p>At the February 9, 2010 Board of Education (BOE) meeting, the BOE received a presentation outlining the alignment between Michigan Standards and Content Expectations with the draft K–12 CCSS. At the June 15, 2010 BOE meeting, a presentation on CCSS was made and the BOE approved CCSS. The Department of Education was then directed to proceed collaboration with local education agencies and intermediate school districts to implement these standards.</p> <p>Public comment was collected prior to adoption.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Department of Education</li> <li>• Public invited to comment</li> </ul>
	Science	<p>Development of the standards occurred in four stages: initial development, two review and modification cycles, and a final modification cycle used to transition to NGSS. The development teams were largely comprised of science education specialists from around the country, including two lead developers, plus educators, administrators, and scientists from higher education, business, and industry. Review teams were largely comprised of educational leaders in science education, professional development specialists in science education, higher education faculty, and district curriculum leaders. After this initial development by multiple states, Michigan did extensive professional learning around the standards and gathered immense feedback through two web-based public review periods, various public information sessions around the state, and individual meetings with state government agencies and officials. These feedback periods resulted in Michigan-specific performance expectations and timelines for guidance.</p> <p>There were two web-based public comment periods for feedback.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Science education specialists from across the country</li> <li>• Education leaders in science education</li> <li>• Professional development specialists in science education</li> <li>• Higher education faculty</li> <li>• District curriculum leaders</li> <li>• Public invited to comment</li> </ul>
	Social Studies	<p>Three years ago, the Michigan Department of Education joined 27 other states to create the C3 Framework for Social Studies. Update committees for grades K–8 and 9–12 consist of representatives from the Michigan Council for Civil Education, Michigan Council for Economic Education, Michigan Geographic Alliance, the Michigan Council for History Education, and the Michigan Council for the Social Studies.</p> <p>Public comment was collected prior to adoption.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Michigan Council for Civil Education</li> <li>• Michigan Council for Economic Education</li> <li>• Michigan Geographic Alliance</li> <li>• Michigan Council for History Education</li> <li>• Michigan Council for the Social Studies</li> <li>• Public invited to comment</li> </ul>
	Arts	<p>Draft Visual, Performing, and Applied Arts standards were first put out for public review in November 2010. Work groups came together to do edits. The second draft went out for public review in February 2011. The standards were approved by the SBE in June 2011.</p> <p>Public comment was collected prior to adoption.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Career and Employability Skills	Revision recommendations were made by the Michigan Business Leaders for Education Excellence.	<ul style="list-style-type: none"> <li>Michigan Business Leaders for Education Excellence</li> </ul>
	Career and Technical Education	State Career Clusters are revalidated periodically.	<ul style="list-style-type: none"> <li>State Board of Education</li> </ul>
	Physical Education	These standards draw from the National Association for Sport and Physical Education standards. A workgroup was created to help develop standards, bring them to State Board of Education initially to present, then put them out for public comment one to two months, and bring them back for final approval.	<ul style="list-style-type: none"> <li>State Board of Education</li> <li>Public invited to comment</li> </ul>
	Nutrition	The toolkit is the product of Schools Implementing Nutrition Standards, a collaborative project between the Michigan Department of Community Health, the Michigan Department of Education, the United Dairy Industry of Michigan, pilot school districts, and the special project school district.	<ul style="list-style-type: none"> <li>Michigan Department of Community Health</li> <li>Michigan Department of Education</li> <li>United Dairy Industry of Michigan</li> <li>Pilot school districts</li> <li>Special project school district</li> </ul>
	Technology	<p>These standards are aligned with the International Society for Technology in Education (ISTE)'s National Educational Technology Standards for Students, and the Framework for 21st Century Learning.</p> <p>Public comment was collected through a survey posted on the Department of Education's website and several live presentations.</p>	<ul style="list-style-type: none"> <li>State Board of Education</li> <li>Public invited to comment</li> </ul>
	World Languages	<p>These standards are informed by the generic and language-specific Standards for Foreign Language Learning in the 21st Century, American Council on the Teaching of Foreign Languages Performance Guidelines for K–12 Learners, ACTFL Proficiency Guidelines: Speaking, ACTFL Proficiency Guidelines: Writing, documents developed by other professional language associations, available AP courses and exams, and related world language standards documents from other states.</p> <p>Public comment was collected prior to adoption.</p>	<ul style="list-style-type: none"> <li>Public invited to comment</li> </ul>
	Health Education	<p>These standards are informed by the National Health Education Standards.</p> <p>Standards will be put out for public comment one to two months, and brought back for final approval.</p>	<ul style="list-style-type: none"> <li>State Board of Education</li> <li>Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
Minnesota	English Language Arts	Standards will next be reviewed during the 2019–20 school year.  In Minnesota, the K–12 CCSS ELA standards also address viewing and media literacy. Starting with the draft College and Career Readiness Standards in summer 2009, the Minnesota Department of Education convened educator focus groups to provide detailed feedback on draft standards. Minnesota's Standards Committee analyzed CCSS and identified additional knowledge and skills to create the Minnesota Academic Standards English Language Arts K–12.	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Educator focus groups</li> </ul>
	Mathematics	Standards will next be reviewed during the 2021–22 school year.	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>
	Science	Standards will next be reviewed during the 2018–19 school year.	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>
	Social Studies	Standards will next be reviewed during the 2020–21 school year.	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>
	Health and Physical Education	The state has adopted the National Standards for Physical Education, developed by the National Association for Sport and Physical Education in 2010. In 2016–17, the state will adopt the SHAPE America standards and modify them as needed.	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>
	World Languages	Standards are locally developed, but must be based on the most recent ACTFL world language standards.	No information available
	Career and Technical Education	Standards are locally developed.	No information available
Mississippi	English Language Arts, Mathematics	Individuals from K–12 and higher education provided feedback during the standards development process.  An online forum was held to gather feedback on individual standards.	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• K–12 and higher education individuals</li> <li>• Public invited to comment</li> </ul>
	Science, Social Studies	Individuals from K–12 and higher education provided feedback during the standards development process. Revision to these standards is currently ongoing.  A 25-day public comment period is required.	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• K–12 and higher education individuals</li> <li>• Public invited to comment</li> </ul>
	Contemporary Health	These standards are based on the National Health Education Standards and CCSS.  A 25-day public comment period is required.	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Public invited to comment</li> </ul>
	Physical Education	A taskforce consisting of K–12 and higher education individuals was convened to provide input throughout the curriculum development process.  A 25-day public comment period is required.	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• K–12 and higher education taskforce</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Visual and Performing Arts	<p>The Visual and Performing Arts Specialist for the Mississippi Department of Education facilitated framework development. There were committees for dance, music, theatre, and visual arts, consisting of K–12 and higher education individuals. An advisory committee also provided review and guidance to the writing team. Revision to these standards is currently ongoing.</p> <p>A 25-day public comment period is required.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• K–12 and higher education committees</li> <li>• Public invited to comment</li> </ul>
	World Languages	<p>Individuals from K–12 and higher education provided feedback during the standards development process.</p> <p>A 25-day public comment period is required.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• K–12 and higher education individuals</li> <li>• Public invited to comment</li> </ul>
Missouri	English Language Arts, Mathematics, Science, Social Studies	<p>Work groups of parents and educators updated learning standards for implementation beginning in the 2016–17 school year.</p> <p>Three public hearings were held (October 27, 2014, April 20, 2015, and October 26, 2015) to allow for public comments.</p>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Educators</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
Montana	English Language Arts, Mathematics	<p>At the February 17, 2011 Board of Public Education (BPE) meeting, Board members were given information on CCSS and their alignment with Montana state standards. The BPE was also given documents in support of adopting CCSS, including Summary of Findings, at their May 12, 2011 meeting. At this meeting, the State Superintendent presented a recommendation for BPE to approve CCSS. The Office of Public Instruction presented BPE with proposed standards and an adoption timeline at their July 14, 2011 meeting. CCSS was adopted by BPE at their November 4, 2011 meeting.</p> <p>Content Standards Revision Statement of Purpose:          With the purpose of developing a successful and useful product, the Montana Board of Public Education established a process to guide the Montana Standards Revision:</p> <ul style="list-style-type: none"> <li>• Use the existing Montana Standards Framework – current accreditation program delivery and foundation standards, content and performance standards and benchmarks, and existing structure (4, 8, and upon graduation);</li> <li>• Use proven practices from Montana classrooms;</li> <li>• Consider international, national and other states' standards;</li> <li>• Consider entrance expectations for workplace and postsecondary education;</li> <li>• Consider achievement and other related data;</li> <li>• Consider other research (e.g., Education Northwest, School Redesign Network, National Study of School Evaluation, etc.);</li> <li>• Consider comments from professional education associations;</li> <li>• Consider comments from tribal and school district educators;</li> <li>• Consider recommendations from the Montana Advisory Council for Indian Education; and</li> <li>• Involve the Montana public.</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Public Instruction</li> <li>• Board of Public Education</li> <li>• Public invited to comment</li> </ul>



State	Subject	Process Summary	Stakeholders Involved
	Science, Health Enhancement, Arts	<p>Proposed standards have been drafted by subject matter experts. A Negotiated Rulemaking Committee has been convened with school administrators, school trustees, teachers, school business officials, parents, and taxpayers selected by Office of Public Instruction Superintendent Juneau. This committee will review proposed standards. The Board of Public Education will need to approve the suggested standards.</p> <p>OPI has requested public participation in a 20-question district survey to implement proposed new standards.</p>	<ul style="list-style-type: none"> <li>• Office of Public Instruction</li> <li>• Board of Public Education</li> <li>• School administrators selected by Superintendent</li> <li>• School trustees selected by Superintendent</li> <li>• Teachers selected by Superintendent</li> <li>• School business officials selected by Superintendent</li> <li>• Parents selected by Superintendent</li> <li>• Taxpayers selected by Superintendent</li> </ul>
	Social Studies, Traffic Education, Workplace Competencies, World Languages	No information available	<ul style="list-style-type: none"> <li>• Office of Public Instruction</li> </ul>
	Library Media/Information Literacy, Technology	<p>In 2005, the Montana BPE initiated the Standards Revision Project to revise state learning standards.</p> <p>Parents, educators, and the greater Montana community must be involved in the revision process.</p>	<ul style="list-style-type: none"> <li>• Office of Public Instruction</li> <li>• Board of Public Education</li> <li>• Parents</li> <li>• Educators</li> <li>• Greater community</li> </ul>
Nebraska	English Language Arts, Mathematics, Science, Fine Arts, Physical Education, Social Studies, World Languages	Review and revision of content standards occur every seven years, with most processes beginning in the spring and completed the following fall.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Career Education Programs	Review and revision of content standards occur every five years to remain current with occupational demands and standards.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	English Language Proficiency	No information available	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
Nevada	English Language Arts, Math	<p>The Blue Ribbon Task Force was convened to provide information on CCSS to the Nevada Governor and Legislature. The Blue Ribbon Task Force recommended approval of CCSS. The Board of Education (BOE) received a presentation on Race to the Top and CCSS. On May 4, 2010, the Council to Establish Academic Standards for Public Schools reviewed supporting documents for CCSS and adopted CCSS in draft form. The BOE moved to adopt CCSS and the Legislative Commission approved CCSS.</p> <p>All standards must go through a 30-day public comment period prior to adoption. On May 14 and October 8, 2010, the BOE held a public workshop to solicit comments regarding CCSS.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to participate in workshops and comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Science	<p>Nevada's K–12 science education stakeholders, the Board of Education, and the Department of Education (DOE) collaborated and adopted new science standards based on NGSS.</p> <p>All standards must go through a 30-day public comment period prior to adoption.</p>	<ul style="list-style-type: none"> <li>• Board of Education</li> <li>• Department of Education</li> <li>• K–12 science education stakeholders</li> <li>• Public invited to comment</li> </ul>
	Social Studies	<p>The Nevada Social Studies Standards Revision Committee referenced the national standards of the following organizations: National Council for the Social Studies, National Council for Geographic Education, National Council on Economic Education, National Center for History in the Schools, and the Center for Civic Education's National Standards for Civics and Government.</p> <p>Nevada's social studies standards are currently going through revision and will include "multi-cultural" standards as designated by AB 234, as well as "financial literacy" standards. The review/revision committee is referencing the C3 Framework for Social Studies, Iowa state standards, Washington D.C. standards, and Oklahoma state standards. The scheduled adoption of these new standards is summer 2017.</p> <p>All standards must go through a 30-day public comment period prior to adoption.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Social Studies Standards Revision Committee</li> <li>• Public invited to comment</li> </ul>
	Computer & Technology	<p>These standards are based on the National Educational Technology Standards for Students put forth by the International Society for Technology in Education.</p> <p>All standards must go through a 30-day public comment period prior to adoption.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Public invited to comment</li> </ul>
	Fine Arts	<p>Review and possible revisions will start in December 2016, with anticipated adoption in late summer 2017.</p> <p>All standards must go through a 30-day public comment period prior to adoption.</p>	<ul style="list-style-type: none"> <li>• Public invited to comment</li> </ul>
	World Language	<p>These standards are based on the American Council on the Teaching of Foreign Language Standards for Foreign Language Learning.</p> <p>All standards must go through a 30-day public comment period prior to adoption.</p>	<ul style="list-style-type: none"> <li>• Public invited to comment</li> </ul>
	Information Literacy, Health, Physical Education	<p>All standards must go through a 30-day public comment period prior to adoption.</p>	<ul style="list-style-type: none"> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
New Hampshire	Science	The New Hampshire Department of Education invited educators to participate in the creation of statewide college and career ready science competencies. Twenty-two educators, representatives from the New Hampshire Science Teachers Association, and representatives from nonprofit science organizations served on this committee. This group met three times and created a draft set of competencies that were then cross-referenced with New Hampshire's Minimum Standards for School Approval, NGSS, New Hampshire Frameworks for Science K–12, and "A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas." The revised draft was distributed through the New Hampshire Science Teachers Association and posted to the Quality Performance Assessment networks for feedback. Based on this feedback, a revised version was presented to the New Hampshire Board of Education for approval.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Educators</li> <li>• New Hampshire Science Teachers Association</li> <li>• Nonprofit science organizations</li> </ul>
	English Language Arts, Mathematics, Social Studies, English Language Proficiency, Health, Physical Education, World Languages	No information available	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Arts Education	State-model competencies were developed to assist schools and districts in the development of local district and/or graduation competencies.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Information and Communication Technologies (ICT) Literacy	Standards are based on updated National Educational Technology Standards for Students (ISTE NETS-S).	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Technology/Engineering Education	The standards were revised by technology education teachers, with support from the New Hampshire Technology Education Association.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Technology education teachers</li> </ul>
New Jersey	English Language Arts, Mathematics	<p>New Jersey standards are revised every five years. Standards are developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community.</p> <p>The New Jersey Department of Education (DOE) convened a committee of volunteers to discuss standards, collect public input and feedback, and make recommendations for how current standards could be revised. ELA standards were revised based on recommendations of teams of teachers, parents, administrators, supervisors, and other stakeholders.</p> <p>An online survey was created for public feedback. New Jersey DOE also created a site for the public to submit comments.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Department of Education</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Parents</li> <li>• Students</li> <li>• Higher education</li> <li>• Business</li> <li>• Community members</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Science	<p>The New Jersey Department of Education convened advisory panels to recommend revisions to the Core Curriculum Content Standards. The first set of revised standards (Science, Mathematics, Language Arts Literacy, Social Studies, World Languages, Comprehensive Health and Physical Education, Visual and Performing Arts, and 21st Century Life and Careers) were presented to the Board of Education (BOE) at their May 22, 2014 meeting.</p> <p>Public comments were allowed at three hearings.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	Social Studies	<p>The New Jersey Department of Education convened advisory panels to recommend revisions to the Core Curriculum Content Standards. The first set of revised standards (Science, Mathematics, Language Arts Literacy, Social Studies, World Languages, Comprehensive Health and Physical Education, Visual and Performing Arts, and 21st Century Life and Careers) were presented to the BOE at their May 22, 2014 meeting. These revised standards were approved at their July 9, 2014 meeting.</p> <p>Public comments were allowed at three hearings.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	Comprehensive Health and Physical Education	<p>The New Jersey Department of Education convened advisory panels to recommend revisions to the Core Curriculum Content Standards. The first set of revised standards (Science, Mathematics, Language Arts Literacy, Social Studies, World Languages, Comprehensive Health and Physical Education, Visual and Performing Arts, and 21st Century Life and Careers) were presented to the BOE at their May 22, 2014 meeting. These revised standards were approved at their July 9, 2014 meeting.</p> <p>Changes were made to add terms to the glossary and content on Dating Violence.</p> <p>Public comments were allowed at three hearings.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Visual and Performing Arts	<p>The New Jersey Department of Education convened advisory panels to recommend revisions to the Core Curriculum Content Standards. The first set of revised standards (Science, Mathematics, Language Arts Literacy, Social Studies, World Languages, Comprehensive Health and Physical Education, Visual and Performing Arts, and 21st Century Life and Careers) were presented to the BOE at their May 22, 2014 meeting. These revised standards were approved at their July 9, 2014 meeting. Revision of visual and performing arts standards were based on the National Coalition of Core Arts Standards (NCCAS) National Arts Standards.</p> <p>Public comments were allowed at three hearings.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	21 <sup>st</sup> Century Life and Careers, Technology	<p>The New Jersey Department of Education convened advisory panels to recommend revisions to the Core Curriculum Content Standards. These standards were approved by the BOE at their August 6, 2014 meeting.</p> <p>Public testimony on revised Technology and 21st Century Life and Careers standards was allowed at BOE meetings.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to provide testimony at BOE meetings</li> </ul>
	World Languages	<p>The New Jersey Department of Education convened advisory panels to recommend revisions to the Core Curriculum Content Standards. The first set of revised standards (Science, Mathematics, Language Arts Literacy, Social Studies, World Languages, Comprehensive Health and Physical Education, Visual and Performing Arts, and 21st Century Life and Careers) were presented to the BOE at their May 22, 2014 meeting. These revised standards were approved at their July 9, 2014 meeting.</p> <p>Public comments were allowed at three hearings.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
New Mexico	English Language Arts	New Mexico adopted an additional 15% of state-specific standards that focus on cultural responsiveness.	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>
	Science, Social Studies	Standards for grades 6–12 are supplemented by CCSS for literacy in science, social studies, and the technical subjects.	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>
	Health Education; Modern, Classical, and Native Languages; Physical Education	No information available	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>
	English Language Development	English Language Development standards were revised during four days of professional development in fall 2008. A team of teachers organized by the NM Bilingual Multicultural Education and Title III Bureau worked with leadership from the World-Class Instructional Design and Assessment Consortium. This team created a three-document standards-referenced compendium for grades pre-K through grade 12 teachers.	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Teachers</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Visual and Performing Arts	These standards are adapted from the National Standards for Arts Education.	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>
New York	English Language Arts	The Committee and Work Group recommended the Board of Regents adopt CCSS, with the understanding that the state may add additional K–12 expectations and aligned pre-k standards. CCSS adopted with state-specific standards, including Pre-K standards.	<ul style="list-style-type: none"> <li>• Board of Regents</li> <li>• Committee</li> <li>• Work Group</li> </ul>
	Mathematics	The Committee and Work Group recommended the Board of Regents adopt CCSS, with the understanding that the state may add additional K–12 expectations and aligned pre-k standards.	<ul style="list-style-type: none"> <li>• Board of Regents</li> <li>• Committee</li> <li>• Work Group</li> </ul>
	Science and Technology, Social Studies, the Arts	Teachers from K–12, higher education, and consultants were involved in creating standards. Teachers also contributed performance tasks and samples of student work.	<ul style="list-style-type: none"> <li>• Board of Regents</li> <li>• Teachers from K–12 and higher education</li> <li>• Consultants</li> </ul>
	Health	Educators, school administrators, and higher education professionals were involved in the development of this guidance document. This document was developed as part of the New York State Health Education Curriculum and Assessment Leadership Initiative, led by the MidWest New York Student Support Services Center.	<ul style="list-style-type: none"> <li>• State Education Department</li> <li>• Educators</li> <li>• School administrators</li> <li>• Higher education professionals</li> </ul>
	Family and Consumer Science	K–12 teachers contributed and reviewed standards, as well as contributed samples of student work.	<ul style="list-style-type: none"> <li>• Board of Regents</li> <li>• K–12 teachers</li> </ul>
North Carolina	English Language Arts	<p>State Board of Education (BOE) policy GCS-F-012 guided the review/revision process. Educator surveys and focus groups were used to initiate this process in 2014. The NCDPI paused their review process as Senate Bill 812 prompted review of the Standard Course of Study, including CCSS-adopted ELA and math standards. During the 2014-15 school year, an Academic Standards Review Commission was convened to review all ELA and math standards and propose possible modifications. This commission had 11 members appointed by the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the State Board of Education, and the Governor. The commission was to meet no later than September 1, 2014 and report its findings and recommendations to the BOE by December 31, 2015. With this additional stakeholder feedback, the NCDPI proceeded with following the standards review/revision process outlined in GCS-F-012. A draft of the revised K–12 ELA standards will be available for public comment in January and may be implemented in 2017–18.</p> <p>Public input has been and will continue to be gathered and considered.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Academic Standards Review Commission</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Mathematics	<p>Senate Bill 812 prompted review of the Standard Course of Study, including CCSS-adopted ELA and math standards. During the 2014-15 school year, an Academic Standards Review Commission was convened to review all ELA and math standards and propose possible modifications. This commission had 11 members appointed by the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the State Board of Education, and the Governor. The commission was to meet no later than September 1, 2014 and report its findings and recommendations to the BOE by December 31, 2015. Revised standards are expected to be implemented in 2016–17.</p> <p>Public input has been and will continue to be gathered and considered.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Academic Standards Review Commission</li> <li>• Public invited to comment</li> </ul>
	Social Studies	<p>State Board of Education policy GCS-F-012 is used to guide the review and revision process. At the July 11, 2012 BOE meeting, the Extended Essential standards for High School Social Studies, American History, and Civics and Economics were presented to board members for discussion, review, and feedback.</p> <p>Public input will be considered in future review/revision.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public will be invited to comment</li> </ul>
	Arts Education	<p>State Board of Education policy GCS-F-012 is used to guide the review and revision process. These standards incorporate the National Standards for Arts Education, developed by the Consortium of National Arts Education Associations, and the National Standards for Learning and Teaching Dance in the Arts, developed by the National Dance Education Organization.</p> <p>Public input will be considered in future review/revision.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public will be invited to comment</li> </ul>
	Driver Education	<p>In March 2011, a standardized curriculum was implemented and revised in July 2011.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	English as a Second Language	<p>World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards approved by the BOE.</p> <p>Public input will be considered in future review/revision.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public will be invited to comment</li> </ul>
	Guidance	<p>These standards permit a crosswalk between The ASCA National Model: A Framework for School Counseling Programs and the North Carolina Revised Bloom's Taxonomy.</p> <p>Public input will be considered in future review/revision.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public will be invited to comment</li> </ul>
	Healthful Living	<p>SBE policy GCS-F-012 is used to guide the review and revision process. Revisions may also be made in response to legislative requirements.</p> <p>Public input will be considered in future review/revision.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public will be invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Information and Technology Skills	<p>In 2009, Instructional Technology staff members worked with LEA representatives and other DPI staff to create Information and Technology Essential Standards for media and technology. These standards were created using Bloom's Revised Technology.</p> <p>Standards are posted on the ACRE and Digital Teaching and Learning sections of the North Carolina Public Schools website.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	World Languages	<p>These standards are based on a set of principals governing language education, anchored in language education research and supported by practice.</p> <p>Standards are posted on the ACRE section of the North Carolina Public Schools website.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	Career Technical Education	<p>The CTE Essential Standards were approved by the BOE in June 2011, and subsequently revised in December 2011, January 2014, October 2014, October 2015, and November 2016. There is an annual review of standards to ensure alignment with industry certifications.</p> <p>Standards are created with assistance from business and industry partners who are SME in the area of the standards. Teachers are also included in the process to create standards. Drafts are shared in the summer prior to BOE approval with local education agency staff and posted for feedback/comment as part of the BOE process.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Business and industry partners</li> <li>• Teachers</li> <li>• Public invited to comment</li> </ul>
North Dakota	English Language Arts/Literacy, Mathematics	<p>After the release of CCSS, the Department of Public Instruction (DPI) convened committees of state educators to review and validate standards, provide supporting commentary, and offer a recommendation regarding adoption of CCSS. The review process ran for nine months, facilitated by McREL. The committees of statewide educators unanimously recommended the adoption of CCSS.</p>	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> <li>• State educators</li> </ul>
	Science	<p>In summer 2013, DPI convened a committee of approximately 45 North Dakota content specialists and teachers to review, draft, and recommend future science content standards. These standards are based on NGSS.</p>	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> <li>• Content specialists</li> <li>• Teachers</li> </ul>
	Social Studies	<p>DPI works closely with state educators to develop academic standards and aligned assessments. North Dakota standards are based on academic standards developed nationally by various professional education associations, periodically revised as suggested by classroom and community experiences and expectations, and widely supported by state and national education policymakers.</p>	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> </ul>



State	Subject	Process Summary	Stakeholders Involved
	Arts	Arts standards were created based on previous state standards, national standards, and other states' standards. The music standards are based on the national standards document from the Music Educators National Conference.	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> </ul>
	Foreign Languages	These standards were developed by a team of 15 North Dakota foreign language educators, selected among nominees from the Foreign Language Association of North Dakota (FLAND), with representation from K–12 programs in French, German, Latin, Spanish, and Native American languages. The team met in March, June, August, October, and November 2000. Feedback and suggestions were invited from K–12 and higher education foreign language teachers. Special sessions at the FLAND fall meeting were dedicated to gathering suggestions and feedback about draft standards. The completed draft was reviewed by selected foreign language teachers in North Dakota and several other states. All North Dakota teachers were urged to review the draft posted on the DPI site. In March 2001, a final writing team meeting was held to take feedback into account and finalize the standards document.	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> <li>• Foreign language educators</li> </ul>
	Health, Library and Technology	DPI works closely with state educators to develop academic standards and aligned assessments. North Dakota standards are based on academic standards developed nationally by various professional education associations, periodically revised as suggested by classroom and community experiences and expectations, and widely supported by state and national education policymakers.	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> <li>• Teachers</li> </ul>
	Physical Education	Starting in summer 2014, the Physical Education Standards Writing Team began the review process. The writing team consisted of K–16 physical education professionals from across the state. These standards were guided by current disciplinary knowledge and research in physical education, other states' standards, and the Society for Health and Physical Education's America National Standards and Grade-Level Outcomes for K–12 Physical Education.	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> <li>• Physical Education Standards Writing Team</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
Ohio	English Language Arts, Mathematics	<p>In 2016, the Ohio Department of Education (ODE) started to revise state learning standards, beginning with ELA and math. An advisory committee has been convened, consisting of 26 members representing 18 statewide educational organizations, and two co-chairs who are content experts. The ELA committee met for the second time on May 2, and will share suggested comments and standards with a working group of Ohio educators who will propose revisions. The working group consists of 30 ELA educators. This group (for all grades) met from May–June 2016 to complete revisions. The advisory committee met during the first week of July to review recommended revisions and prepare a draft for public comment. The advisory committee reconvened in August to review comments and make any further needed revisions. In September, the State Board of Education (SBE) and the Senate/House education committees received proposed revisions.</p> <p>There was be a public comment period of four weeks in April and three weeks in July to discuss the proposed revisions.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Statewide education organization members</li> <li>• Content experts</li> <li>• Educators</li> <li>• Public invited to comment</li> </ul>
	Science, Social Studies	<p>The revision process began in late fall 2016.</p> <p>There will be a public comment period of six to eight weeks in late 2016 to early 2017, and a three to five-week period on proposed revisions in late spring/early summer 2017.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public will be invited to comment</li> </ul>
	Fine Arts	<p>Four teams of visual and performing arts educators (from all grade levels, professional associations, and geographic regions) assisted the Ohio Department of Education (ODE) with updating standards. Public feedback from a posted draft was used to finalize the version approved by the State Board of Education.</p> <p>The public was invited to provide feedback on draft standards posted to the ODE site.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Visual and performing arts educators</li> <li>• Public invited to comment</li> </ul>
	Financial Literacy	<p>Model curricula was presented to the Achievement and Graduation Requirements Committee at their October and November 2015 meetings. SBE approved these standards at their January 2016 meeting.</p> <p>There will be a public comment period of six to eight weeks in late 2016 to early 2017 and three to five week on the proposed revisions in late spring/early summer of 2017.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Achievement and Graduation Requirements Committee</li> <li>• Public will be invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Physical Education	Ohio revised the state physical education standards based on changes that had taken place to the National Association of Sport and Physical Education (NASPE) standards, benchmarks, and indicators.  Focus groups and surveys were used to collect feedback on the 2009 physical education standards.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	Health Education	Each board of a cooperative education school district must prescribe a health education curriculum.	<ul style="list-style-type: none"> <li>• District board of education members</li> </ul>
	Technology	An advisory group and a working group were convened for standards development. Classroom teachers, parents, higher education faculty, and business and community leaders served on these groups.  The public was given time to review draft standards and provide feedback.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Classroom teachers</li> <li>• Parents</li> <li>• Higher education faculty</li> <li>• Business and community leaders</li> <li>• Public invited to comment</li> </ul>
	World Languages	An advisory group and a working group were convened for standards development.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
Oklahoma	English Language Arts	The Board of Education (BOE) organized the Standards Steering Committee to begin writing state standards to replace CCSS. The ELA Writing Team includes 16 Oklahoma educators from K–12 and higher education, working with the Department of Education. The ELA Writing Team collaborated in person and through virtual workspaces to produce multiple drafts of standards, as well as collect feedback on drafts.  The final draft is the product of intensive research, collaboration, and advocacy among Oklahoma teachers, students, administrators, parents, businesses, district representatives, and multiple education stakeholders.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Standards Steering Committee</li> <li>• ELA Writing Team</li> <li>• Teachers</li> <li>• Students</li> <li>• Administrators</li> <li>• Parents</li> <li>• Businesses</li> <li>• District representatives</li> <li>• Education stakeholders</li> </ul>
	Mathematics	The BOE organized the Standards Steering Committee to begin writing state standards to replace CCSS. The process included contributions from hundreds of state mathematics teachers, mathematics educators, and mathematicians. The Oklahoma Academic Standards for Mathematics writing team drew from the work of the National Council of Teachers of Mathematics standards documents, the National Research Council's Adding It Up report, the Oklahoma Priority Academic Standards, and standards documents and curriculum framework guides from other states.  Feedback was received from teachers, mathematicians, external reviewers, and education stakeholders, including business, industry and commerce, parent groups, career tech, higher education, and external reviewers.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Mathematics Writing Team</li> <li>• Teachers and educators</li> <li>• Mathematicians</li> <li>• External reviewers</li> <li>• Education stakeholders, including business, industry and commerce, parent groups, career tech, and higher education</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Science	<p>Writing and draft teams of 59 representatives from K–12, higher education, scientists, engineers, and parent and community members developed and provided feedback on draft standards. The standards were informed by A Framework for K–12 Science Education, Benchmarks for Science Literacy, the Next Generation Science Standards, and the Oklahoma Priority Academic Student Skills for Science.</p> <p>Focus groups were held, with over 500 educators and community members reviewing samples of draft standards and providing feedback.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Writing and draft teams</li> <li>• Public invited to comment</li> </ul>
	Physical Education and Health	<p>Educators from K–12 and higher education, individuals from the state departments of education and health, and industry were involved in developing and reviewing standards. These standards were informed by the National Standards &amp; Grade-Level Outcomes for K–12 Physical Education and Healthy Youth Standards.</p> <p>The final draft is the product of intensive research, collaboration, and advocacy among Oklahoma teachers, higher education professors, district representatives, and multiple education stakeholders.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Department of Health</li> <li>• Educators from K–12 and higher education</li> <li>• Industry individuals</li> <li>• Teachers</li> <li>• Higher education professors</li> <li>• District representatives</li> <li>• Education stakeholders</li> </ul>
	Social Studies	<p>A request came from the Office of Accountability and Assessment to develop and process new Performance Level Descriptors and committees, new cut scores for examinations for grades 5 and 8 and U.S. History, and bookmark standard settings.</p> <p>The final draft is the product of intensive research, collaboration, and advocacy among Oklahoma teachers, higher education professors, district representatives, and multiple education stakeholders.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Teachers</li> <li>• Higher education professors</li> <li>• District representatives</li> <li>• Education stakeholders</li> </ul>
	Fine Arts, Personal Financial Literacy	No information available	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>
	Instructional Technology Integrated	National Educational Technology Standards and Performance Indicators for Students used.	No information available
	World Languages	All districts are required to implement a sequential program of study of at least one language other than English in the curriculum. The languages covered in these standards are: modern, classical, Native American, and American Sign Language.	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
Oregon	English Language Arts, Mathematics	<p>The Board of Education (BOE) received information on the Common Core Standards Initiative and discussed benefits of participation, as well as potential challenges with implementation. The BOE decided that after final CCSS were released, the state would conduct gap analysis. The University of Oregon also conducted a validity study of the final version of CCSS. At its October meeting, the BOE voted to adopt CCSS and directed staff to analyze the degree of alignment between current standards and CCSS.</p> <p>An online survey was created to collect feedback on CCSS. Most of the respondents were teachers and administrators.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	Science	<p>At the January 23, 2014 BOE meeting, NGSS was discussed with the Oregon Department of Education (ODE). The BOE voted to adopt NGSS with an additional middle school component and call them the Oregon Science Standards.</p> <p>An online survey was created to collect public feedback on NGSS.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	Social Sciences	<p>In February 2009, the Social Science Content and Assessment Panel began reviewing the 2001 version of the state's social sciences standards, as well as documents from the National Assessment of Educational Progress, the National Council for the Social Studies, the Council for Economic Education, the National Geographic Society, the National Council for History Education, the National JumpStart Coalition, and state documents from Colorado, Indiana, Washington, California, and Wisconsin. WestEd made recommendations during its 2007 review of state standards. Two sub-groups from the larger panel met to prepare the revision draft. The initial draft was released for public review in November 2010, with various constituent groups responding to an electronic survey or submitting comments. A focus group was conducted with teachers participating in the Instructional Materials Evaluation at Western Oregon University on August 3, 2011. The Panel reviewed comments and revised subsequent drafts. Comments were shared with the State Board of Education.</p> <p>Draft standards were posted on the ODE site. An online survey was also posted to collect feedback. Various constituent groups were involved: social sciences teachers, Government to Government, the Oregon Heritage Commission, the Environmental Literacy Task Force, Civic Education organizations, and Financial Literacy organizations. Interested individuals also provided feedback.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Social Science Content and Assessment Panel</li> <li>• Social science teachers</li> <li>• Government to Government</li> <li>• Oregon Heritage Commission</li> <li>• Environmental Literacy Task Force</li> <li>• Civic Education organizations</li> <li>• Financial Literacy organizations</li> </ul>
	Arts	National Core Arts Standards adopted.	No information available
	Digital Learning	National Educational Technology Standards for Students adopted.	<ul style="list-style-type: none"> <li>• Department of Education</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Health	On January 22, 2016, ODE released a notice asking for educators and community members to serve on the Health Education Standards Review Panel, seeking a three-year commitment. The first meetings were tentatively scheduled for February 18 and March 14 of 2016.	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Health Education Standards Review Panel</li> </ul>
	Library/Media Education	In spring 2010, the Oregon Association of School Libraries (OASL) called for the establishment of a committee to write school library standards. A select group of public and private school teacher-librarians/media specialists studied the American Association of School Librarians guidelines, other state library standards, and existing grade level library standards from various districts in and out of Oregon. The initial draft standards were introduced to OASL board members. In 2012, a standing committee to the OASL board was formed to have the standards adopted by the State Board of Education. In 2014, four team members made presentations to the BOE to persuade standards adoption. On January 22, 2015, the BOE unanimously voted to adopt these library standards.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Oregon Association of School Libraries</li> </ul>
	Physical Education	On January 22, 2016, ODE released a notice asking for educators and community members to serve on the Physical Education Standards Review Panel, seeking a three-year commitment. The first meetings were tentatively scheduled for March 2 and 30, 2016.	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Physical Education Standards Review Panel</li> </ul>
	World Languages	These standards are benchmarked by proficiency levels, rather than grade levels, and informed by the American Council on the Teaching of Foreign Languages Performance Guidelines for K–12 Learners, the Proficiency Guidelines - Speaking, and the Proficiency Guidelines - Writing.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	English Language Arts, Mathematics	<p>These standards are benchmarked by proficiency levels, rather than grade levels, and are informed by the American Council on the Teaching of Foreign Languages Performance Guidelines for K–12 Learners, the Proficiency Guidelines - Speaking, and the Proficiency Guidelines - Writing.</p> <p>An interactive public review website was set up to collect public input on the Eligible Content (EC) statements.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
Pennsylvania	Science and Technology, Environment and Ecology, Civics and Government, Economics, Geography, History, Arts and Humanities, Family and Consumer Sciences, World Languages, Career Education and Work, Business, Computer and Information Technology	No information available	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Driver and Safety Education	Standards were established by the Driver Education Content and Performance Expectations Committee consisting of driver education teachers, a superintendent, a curriculum coordinator, a principal, representatives from the Pennsylvania Association of Professional Driving Schools, the Indiana University of Pennsylvania, the Pennsylvania Motor Truck Association, the Pennsylvania Association of Safety Education, the Pennsylvania State Police, and the Pennsylvania Departments of Transportation and Education.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Driver Education Content and Performance Expectations Committee</li> </ul>
Rhode Island	Literacy, Mathematics	On June 17 and June 24 of 2010, the draft CCSS were reviewed by the Board of Regents. During the process, the staff provided information on the development, structure, and content of the Common Core State Standards, including process for public input. The Rhode Island Board of Regents adopted the Common Core State Standards on July 1, 2010.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Board of Regents</li> <li>• Public invited to comment</li> </ul>
	Science	<p>NGSS was presented to board members at their May 8, 2013 work meeting. The Board of Education voted to adopt NGSS at their May 23, 2013 meeting.</p> <p>Two opportunities were provided for public feedback.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	Civics & Social Studies	<p>The Department of Education (DOE) moved forward with an initiative to expand the Civics GSEs to include strands in geography and economics, and expand the historical perspectives strand. Elementary, geography, economic, and history teachers were asked to participate in this work. Teachers were grouped into teams for elementary, middle, and high school to develop strands in geography, economics, and an extension to the historical perspectives strand, based on national and other state content standards. Draft standards were posted for review, then presented to the Board of Regents for approval.</p> <p>Draft standards were posted for public and LEA review from October 5–24, 2012.</p>	<ul style="list-style-type: none"> <li>• Department of Elementary and Secondary Education</li> <li>• Board of Regents</li> <li>• Elementary, geography, economic, and history teachers</li> <li>• Public and local education agencies invited to comment</li> </ul>
	Health Education	<p>In August 1995, a diverse group of educators, parents, health professionals, DOE staff, and other Rhode Island community members formed a task force to create a Health Education Framework. The draft framework was circulated to over 250 Rhode Islanders for review. Based on this feedback, the framework was reviewed, edited, and approved by the task force. This framework draws heavily on the National Health Education Standards, published in May 1995.</p> <p>The draft framework was circulated to over 250 Rhode Islanders for review.</p>	<ul style="list-style-type: none"> <li>• Department of Elementary and Secondary Education</li> <li>• Educators</li> <li>• Parents</li> <li>• Health professionals</li> <li>• DOE staff</li> <li>• Other community members</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Physical Education	The framework was created by a Physical Education Standards Committee comprised of physical educators, health professionals, education professionals, and community members. This framework draws on NASPE standards and other states' physical education standards.	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Department of Health</li> <li>• Physical Education Standards Committee</li> </ul>
	Financial Literacy	National Standards for Financial Literacy (Council for Economic Education) adopted.	No information available
South Carolina	English Language Arts, Mathematics	<p>On June 6, 2014, Act 200 was ratified, requiring the Department of Education (DOE) to facilitate the process of developing new high quality, college- and career-ready standards for implementation in 2015–16. In Fall 2014, the DOE convened an ELA Writing Team, consisting of K–12 educators and representatives from higher education. In creating standards, the ELA Writing Team reviewed the 2014 ACT College and Career Readiness Standards; the CCSS for ELA; college- and career-ready standards from other states; the South Carolina Academic Standards for ELA 2008; test specifications for the SAT; and the National Council of Teachers of English/International Reading Association Standards.</p> <p>These standards consist of the following strands: Inquiry-Based Literacy, Reading-Literacy Text, and Reading-Informational Text, Writing, and Communication. The Education Oversight Committee (EOC) convened a review panel of 25 educators, business and community members, and higher education faculty to review draft standards. The review panel submitted a report of recommendations for standards revisions to the DOE. Based on public comments, the Task Force, and the Review Panel, the Writing Team made revisions and edits to the draft standards. A joint meeting was held between the Writing Team, Review Panel, higher education, the business community, and the State Board of Education to discuss implementation and make further revisions.</p> <p>Draft standards were posted online for public review, and the public was invited to participate in an online survey. DOE also convened a Task Force consisting of parents, business and community leaders, higher education professionals, and special education teachers to review draft standards.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• ELA Writing Team</li> <li>• Education Oversight Committee</li> <li>• Task Force</li> <li>• Review Panel</li> <li>• Parents</li> <li>• Business and community leaders</li> <li>• Higher education professionals</li> <li>• Public invited to comment</li> </ul>



State	Subject	Process Summary	Stakeholders Involved
	Science	<p>The standards were written by a team of South Carolina classroom teachers, instructional coaches, district leaders, higher education faculty, and educators who specialize in ELLs, special education, career and technical education, and assessment, selected by the Department of Education's (DOE) application and rubric process. The state's Education Oversight Committee's review panel submitted recommendations for revisions to the draft standards. Standards were revised by the science Writing Team based on public feedback, DOE's task force, and the review panel.</p> <p>Draft standards were posted to the DOE website for public review, and the public was invited to participate in an online survey.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• Education Oversight Committee review panel</li> <li>• Writing Team</li> <li>• Classroom Teachers</li> <li>• Instructional coaches</li> <li>• District leaders</li> <li>• Higher education faculty</li> <li>• Educators specializing in ELLs, special education, career and technical education, and assessment</li> <li>• Public invited to comment</li> </ul>
	Social Studies	<p>A field review of the first draft of these standards was conducted from September 2010 to January 2011. Feedback from that review was incorporated into the standards. Panels for Review and Writing were convened by the DOE for the standards development and revision process. The final draft of these standards was presented to the Board of Education on May 12, 2011.</p> <p>Draft standards were posted to the DOE website for public review, and the public was invited to participate in an online survey.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• Writing Team</li> <li>• Review Panel</li> <li>• Public invited to comment</li> </ul>
	Health Education	<p>The Department of Education (DOE) staff collaborated with members of the standards Review Committee and the Writing Team. These standards are based on the South Carolina Health and Safety Education Curriculum Standards, the revised National Health Education Standards, and current health education standards documents from other states.</p> <p>Draft standards were posted to the DOE website for public review, and the public was invited to participate in an online survey.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• Standards Review Committee</li> <li>• Writing Team</li> <li>• Public invited to comment</li> </ul>
	Physical Education	<p>The Department of Education (DOE) staff collaborated with members of the standards Review Committee and the Writing Team. These standards are based closely on the National Standards for K–12 Physical Education.</p> <p>Draft standards were posted to the DOE website for public review, and the public was invited to participate in an online survey.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• Writing Team</li> <li>• Standards Review Committee</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Visual and Performing Arts	<p>Department of Education (DOE) professional staff collaborated with members of the South Carolina Visual and Performing Arts Standards Development Team to create these standards. These standards are based on the South Carolina Visual and Performing Arts Framework and National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts, developed by the Consortium of National Arts Education Associations.</p> <p>Draft standards were posted to the DOE website for public review, and the public was invited to participate in an online survey.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• Visual and Performing Arts Standards Development Team</li> <li>• Public invited to comment</li> </ul>
	World Languages	<p>Members of the state world languages committee reviewed and recommended revisions to the 2006 standards document. Kentucky's Standard for World Languages Proficiency were also used. The state also received support from ACTFL, and these standards adopt ACTFL proficiency guidelines.</p> <p>Draft standards were posted to the DOE website for public review, and the public was invited to participate in an online survey.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• World languages committee</li> <li>• Public invited to comment</li> </ul>
	American Sign Language	<p>Members of the state world languages committee reviewed and recommended revisions to the 2009 standards document. These standards are adapted from the National Council of State Supervisors for Languages (NCSSFL)-American Council on the Teaching of Foreign Languages (ACTFL) Can-Do Statements. These standards adopt ACTFL proficiency guidelines.</p> <p>Draft standards were posted to the DOE website for public review, and the public was invited to participate in an online survey.</p>	<ul style="list-style-type: none"> <li>• Department of Education</li> <li>• State Board of Education</li> <li>• World languages committee</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
South Dakota	English Language Arts; Mathematics; Health Education; Oceti Sakowin Essential Understandings & Standards; Agriculture, Food & Natural Resources; Arts, AV Technology & Telecommunications; Finance; Health Science; Human Services; Manufacturing	<p>Core content standards are scheduled to be adopted on a seven-year rotation cycle. The process outlined for revising state standards is as follows: A standards workgroup is established through an open application process, with representatives from K–12 teachers, SPED, ELL, administrators, curriculum directors, postsecondary institutions, and business/industry/school board/parents. The workgroup will engage in current content, cognitive research, and/or business and industry needs. Once criteria are agreed upon, these criteria will be used to analyze current standards and other state and national standards and frameworks. Criteria will be used to identify strengths and weaknesses in existing South Dakota standards and other standards/frameworks. South Dakota standards/frameworks are then revised to meet the needs of South Dakota students. The workgroup will provide continual updates through conference calls or posted information.</p> <p>Feedback will be obtained from K–12 teachers and other stakeholders throughout the revision process and considered before proposed standards are finalized. The Board of Education (BOE) will hold four public hearings at scheduled monthly meetings regarding standards revision. Standards will be finalized and presented to the BOE for adoption.</p> <p>Feedback will be sought from parents and stakeholders. The BOE will hold public hearings during the standards revision process.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Standards workgroup</li> <li>• Public invited to comment</li> </ul>
	Science	<p>Starting in 2014, the Science Standards Revision Workgroup began evaluating the 2005 South Dakota Science Standards. This workgroup consisted of K–16 educators, administrators, community members, and informal educators. The standards were guided by recent research in best practices in science teaching, classroom experience with existing South Dakota Content Standards, the progression of recently published standards from Massachusetts and South Carolina, NGSS, the National Research Council's Framework for K–12 Science Education, and lengthy discussions by experienced K–16 South Dakota educators.</p> <p>Community members and informal educators were included in the revision workgroup.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Science Standards Revision Workgroup</li> <li>• Community members</li> <li>• Informal educators</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Social Studies	Starting in June 2014, the review workgroup reviewed the C3 Framework and current South Dakota standards, and discussed how both could inform the next draft of state social studies standards. These standards are based on research, national associations' contributions, existing South Dakota standards, the C3 Framework, and the National Curriculum Standards for Social Studies.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Review workgroup</li> </ul>
Tennessee	English Language Arts, Mathematics	<p>The Tennessee State Board of Education is responsible for reviewing academic standards at least every six years. On May 11, 2015, Gov. Haslam signed a bill requiring the State Board of Education to create two committees: one to review the state's CCSS ELA and math standards, and one to focus on the development of new ELA and math standards. The Standards Recommendation Committee (SRC) was appointed by the Governor, Lieutenant Governor, and Speaker of the House of Representatives. The SRC collected feedback from a standards review website and roundtables. Revisions were then presented to the State Board of Education for review.</p> <p>A website was created for the public to review and provide feedback on academic standards. Feedback was sent to the state's math and ELA educator advisory teams.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Standards Recommendation Committee</li> <li>• Public invited to comment</li> </ul>
	Science	<p>The Tennessee State Board of Education is responsible for reviewing academic standards at least every six years. The science standards were developed by a committee of Tennessee science educators. A science Standards Recommendation Committee will be appointed by the Tennessee Governor, Lt. Governor, and Speaker of the House of Representatives. This committee will review proposed science standards before making a recommendation to the State Board of Education for adoption.</p> <p>In fall 2015, a review site was launched to collect public feedback on these standards.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Standards Recommendation Committee</li> <li>• Public invited to comment</li> </ul>
	Social Studies	<p>The Tennessee State Board of Education is responsible for reviewing academic standards at least every six years. A social studies Standards Recommendation Committee will be appointed by the Tennessee Governor, Lt. Governor, and Speaker of the House of Representatives. This committee will review proposed social studies standards before making a recommendation to the State Board of Education for adoption.</p> <p>In winter 2016, a review site was launched to collect public feedback on these standards.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Standards Recommendation Committee</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Fine Arts	In 2016, the State Board convened a review committee of Tennessee educators to revise the state's Fine Arts standards.  Revised standards were posted online for public review and feedback.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Review committee</li> <li>• Public invited to comment</li> </ul>
	English as a Second Language	Tennessee adopted WIDA standards.	
	Early Learning Development	Revised standards are in direct alignment with the content areas in state ELA and math standards, as well as kindergarten standards.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Health Education and Lifetime Wellness	Since fall 2015, a committee of K–12 health education teachers, higher education faculty, and coordinated school health coordinators have been working to revise the state's health education and lifetime wellness standards.  Revised standards were posted online for public review and feedback.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• K–12 health education teachers</li> <li>• Higher education faculty</li> <li>• School health coordinators</li> <li>• Public invited to comment</li> </ul>
	Physical Education	Since summer 2015, a committee of K–12 physical education teachers, higher education faculty, and coordinated school health coordinators has been working to revise the state's physical education standards.  Revised standards were posted online for public review and feedback.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• K–12 physical education teachers</li> <li>• Higher education faculty</li> <li>• School health coordinators</li> <li>• Public invited to comment</li> </ul>
	World Language	Next revision scheduled for 2017.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Career and Technical Education	The State Board of Education (SBE) approved new and revised CTE course standards for the Fire Management Services program. SBE was set to give final approval in April 2016.  Public comment period was held in winter 2016.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	Early Postsecondary	The State Board of Education approved standards for two new statewide dual credit courses: Introduction to Plant Science and Introduction to Agriculture Business. The standards were created in conjunction with Tennessee high school teachers and postsecondary faculty. SBE was set to give final approval in April 2016.  Public comment period was held in winter 2016.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• High school teachers</li> <li>• Postsecondary faculty</li> <li>• Public invited to comment</li> </ul>
Texas	English Language Arts/Reading	The State Board of Education nominates educators, parents, business and industry representatives, and employers to serve on review committees. The review committees draft recommended revisions.  A 30-day public comment period was held.	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Educators</li> <li>• Parents</li> <li>• Business and industry representatives</li> <li>• Employers</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Mathematics	<p>The Commissioner of Education convened the Commissioner's Mathematics Advisory Group (consisting of math educators and mathematicians). The group makes recommendations, which are reviewed by the National Review Team (consisted of national advisors in math).</p> <p>Public comment period was held from February to April 2012.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Commissioner's Mathematics Advisory Group</li> <li>• National Review Team</li> <li>• Public invited to comment</li> </ul>
	Science	<p>The State Board of Education approved the streamlining process for reviewing science standards. See this <a href="#">link</a> for a document outlining the process.</p> <p>A 30-day public comment period was held.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	Social Studies, Foreign Languages, Fine Arts, Technology Applications, Career and Technical Education, Spanish Language Arts, English as a Second Language	<p>The State Board of Education nominates educators, parents, business and industry representatives, and employers to serve on review committees. The review committees draft recommended revisions.</p> <p>A 30-day public comment period was held.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Educators</li> <li>• Parents</li> <li>• Business and industry representatives</li> <li>• Employers</li> <li>• Public invited to comment</li> </ul>
	Health Education, Physical Education, Economics, Career Development	No information available	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
Utah	Elementary and Secondary Mathematics, Language Arts: Elementary, Language Arts: Secondary, Fine Arts, Social Studies, Health and Physical Education, Science, K–2 Integrated Core	<p>The state Superintendent will review core standards and identify those that may need revision based on: recommendations from staff content area specialists, requests from parents or other stakeholders, the emergence of significant knowledge in a content area, or any other criteria brought forth by a board member. The Utah State Board of Education (USBE) will announce the commencement of standards revision in a regularly scheduled board meeting. Staff will then request the formation of a standards review committee from the Speaker of the House, the President of the Senate, and the Board Chair. A fiscal impact analysis, including estimate of implementation costs, and a plan to assess standards effectiveness will be presented to USBE.</p> <p>The Standards Review Committee (SRC) will meet twice within the first three months of forming and make written recommendations of its findings to USBE. If the SRC does not reach consensus, a minority report will be included in the report to USBE. Staff will present these recommendations at a regularly scheduled board meeting. A writing committee will be formed, consisting of content area experts (public education, higher education, others who have content expertise). Stakeholders (content experts,</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• State Superintendent</li> <li>• Standards Review Committee</li> <li>• Writing committee</li> <li>• Professional organizations</li> <li>• Parent groups</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
		<p>professional organizations, parent groups) will be asked to provide input and updates. No more than four months after starting the writing process, staff will report on progress and provide available drafts to USBE. Staff will provide updates at least every four months to USBE. Draft standards will be submitted to the board for approval of a public review process lasting 90 days. This public review will occur through online surveys, five public meetings held across the state, and through email, phone, and voice comments. Staff will provide a written report compiling public comments at the end of the 90-day review period. The writing committee will revise draft standards based on public comments and USBE direction. Proposed final standards will be submitted to board committee and full board for final adoption.</p> <p>Staff will provide an implementation plan to USBE consisting of: a communication strategy, analysis of existing and needed resources to support LEAs, details on professional development programs and needs, report on impact to existing assessments and anticipated needs for revisions, and a fiscal impact analysis including all of the above and an estimate of implementation costs.</p> <p>Draft standards will be submitted to the board for approval of a public review process lasting 90 days. This public review will occur through online surveys, five public meetings held across the state, and through email, phone, and voice comments. Staff will provide a written report compiling public comments at the end of the 90-day review period.</p>	
	World Languages	<p>Standards are based on the 2012 American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, which describe what individuals can do at five levels of proficiency in speaking, writing, listening, and reading.</p> <p>Standards were posted for public comment for six months. Face-to-face meetings were also held across the state. A parent review committee must be convened by the BOE at least one year before new standards are adopted by the board. After receiving BOE approval, the standards are released for 90-day feedback period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Parent review committee</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Library Media	<p>Revised standards were created by certified teacher librarians. A committee reviewed the draft standards and gave preliminary approval to allow the release of the standards for public comment. Secondary Library Media standards were approved in 2014.</p> <p>A parent review committee must be convened by the BOE at least one year before new standards are adopted by the board. After receiving BOE approval, the standards are released for 90-day feedback period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Certified teacher librarians</li> <li>• Parent review committee</li> <li>• Public invited to comment</li> </ul>
Vermont	English Language Arts, Mathematics	<p>CCSS were presented to the Vermont State Board of Education (SBE) and were approved as their state standards for English language arts. Archived SBE minutes are available upon request.</p> <p>Groups of educators were pulled together to provide feedback on draft standards. The Vermont Department of Education created a policy/implementation committee composed of educators and policymakers in order to inform implementation efforts. CCSS informational materials for parents, community members, and the field were created and disseminated. The <a href="#">Vermont Professional Learning Network</a> was created to provide equitable support for implementation of CCSS.</p>	<ul style="list-style-type: none"> <li>• Agency of Education</li> <li>• State Board of Education</li> <li>• Educators</li> <li>• Policymakers</li> <li>• Vermont Professional Learning Network</li> </ul>
	Science	<p>Vermont teachers, parents, and students participated in group meetings and reviews regarding standards. The SBE was given an overview of NGSS prior to voting on its adoption at the June 25, 2013 meeting.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Teachers</li> <li>• Parents</li> <li>• Students</li> </ul>
	Arts	<p>Implementation will begin in 2017–18. The Vermont Arts Council and the Department of Education worked with Dreeszen &amp; Associates to create an online survey for feedback on and reaction to the National Core Arts Standards. This survey received responses from Vermont K–12 arts educators, principals, superintendents, curriculum leaders, nonprofit arts administrators, non-arts classroom teachers, and college/university educators. The survey asked respondents to indicate whether they would recommend adoption of NCAS.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Vermont Arts Council</li> <li>• Department of Education</li> <li>• K–12 arts educators</li> <li>• Principals</li> <li>• Superintendents</li> <li>• Curriculum leaders</li> <li>• Nonprofit arts administrators</li> <li>• Non-arts classroom teachers</li> <li>• College/university educators</li> </ul>



State	Subject	Process Summary	Stakeholders Involved
	History and Social Science	Development included the Vermont Agency of Education and Vermont Institutes staff, teachers, administrators, content experts, and professional associations. Nationally recognized standards, research and curriculum, other states' standards, and Vermont local curriculum were also reviewed as part of this process.	<ul style="list-style-type: none"> <li>• Agency of Education</li> <li>• State Board of Education</li> <li>• Vermont Institutes staff</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Content experts</li> <li>• Professional associations</li> </ul>
	Family and Consumer Sciences	In fall 2004, a group was convened to draft the Vermont Family and Consumer Science grade expectations for grades 5–12. A group of middle and secondary family and consumer sciences teachers reviewed revisions. Additional reviews were conducted by other family and consumer sciences teachers who were unable to attend the meeting.	<ul style="list-style-type: none"> <li>• Agency of Education</li> <li>• Middle and secondary family and consumer sciences teachers</li> </ul>
	Health Education	Based on National Health Education Standards.	No information available
	Physical Education	SHAPE American National Standards and Grade-Level Outcomes for Physical Education used.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
Virginia	English	<p>The Board of Education (BOE) authorized the Virginia Department of Education (VDOE) to review standards, with expectation that this review will be complete by January 2017. Teachers, administrators, curriculum supervisors, English educators, English education organizations, and the public are invited to provide comments on the standards. VDOE is also looking for qualified teachers, principals, administrators, content specialists, or others with content area and standards expertise to serve on a review committee during the summer of 2016. The first review of proposed standards took place in October 2016, with public comment and hearings to follow. The final review is anticipated in January 2017. Starting in February 2017, the Superintendent and DOE will conduct alignment of the new standards to existing standards.</p> <p>Members of the public were invited to review standards and provide comments from February 1 to March 1, 2016. Public review and hearings on the revised proposed standards will be held from October to November 2016.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Department of Education</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Curriculum supervisors</li> <li>• Subject educators</li> <li>• Subject education organizations</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Mathematics	<p>The BOE authorized the VDOE to review standards, with the review to be completed prior to October 2016. Teachers, administrators, curriculum supervisors, mathematics educators, mathematics education organizations, and the public are invited to provide comments on the standards. VDOE also sought qualified teachers, principals, administrators, content specialists, or others with content area and standards expertise to serve on a review committee during summer 2015. The review committee made recommendations for draft standards, and presented these standards for external review. In March 2016, these draft standards were presented to the BOE, with public comment period following. Final review by the BOE occurred in September 2016, at which time the standards were expected to be approved. The 2017–18 school year will be a crosswalk year where teachers will incorporate both the current and the new standards in instruction. The 2018–19 school year will consist of full implementation of the new standards.</p> <p>Members of the public were invited to review standards and provide comments from March 27 to April 27, 2015. Public review and hearings on the revised proposed standards were held from March to April 2016.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Department of Education</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Curriculum supervisors</li> <li>• Subject educators</li> <li>• Subject education organizations</li> <li>• Public invited to comment</li> </ul>
	Science	<p>The BOE authorized the VDOE to proceed with the review process, with expectation that review will be completed by January 2018. Teachers, administrators, curriculum supervisors, science educators, science education organizations, and the public are invited to provide comments on the standards. VDOE is also looking for qualified teachers, principals, administrators, content specialists, or others with content area and standards expertise to serve on a review committee. This review committee will meet from summer 2016 to winter 2017 to review and propose standards. In September 2017, the VDOE will present a draft of proposed standards to the BOE, with a public comment period and hearings to follow. The final review of standards is expected in January 2018.</p> <p>Members of the public were invited to review standards and provide comments from March 11 to April 18, 2016. Public review and hearings on the revised proposed standards will also be held from October to November 2017.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Department of Education</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Curriculum supervisors</li> <li>• Subject educators</li> <li>• Subject education organizations</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	History & Social Science	<p>During the review process, the VDOE: received and reviewed public comments on the 2008 curriculum framework; met with a steering committee of division content specialists to develop a skills section for each course; met with a teacher review committee to review public comments and resources, and develop a proposed draft; met with a committee of external stakeholders representing higher education institutions, museums, professional organizations, and other organizations and institutions with an interest in history and social science; met with a steering committee for final review of content and skills; and developed a draft of a proposed revised curriculum framework. The BOE approved these standards at their January 28, 2016 meeting.</p> <p>An online public comment period was opened from November 20 to December 21, 2015.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Division content specialists</li> <li>• Teacher review committee</li> <li>• Committee of external stakeholders</li> <li>• Public invited to comment</li> </ul>
	Family Life	<p>The original standards were created based on the Family Life Education: Board of Education's Response to House Bill No. 1413, a report created by individuals from public schools, state agencies, parent groups, and nonprofit organizations providing family life services. This report was submitted to the Virginia General Assembly.</p> <p>Parents are given opportunities to review the program annually and opt their children out of all or part of the program.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public schools</li> <li>• State agencies</li> <li>• Parent groups</li> <li>• Nonprofit organizations</li> </ul>
	Economics & Personal Finance	<p>The first review of the proposed standards by the BOE was during the June 25, 2009 meeting. At the BOE's November 17, 2009 meeting, the standards were adopted, and VDOE was directed to post the finalized document on the VDOE website.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Fine Arts – Dance Arts, Music, Theatre Arts, Visual Arts	<p>In creating these standards, the VDOE received support from classroom teachers, curriculum specialists, administrators, college faculty, professional artists, fine arts organization representatives, and museum personnel. These people supported development and review of draft documents.</p> <p>The public was able to provide comments on standards at public hearings held across the state.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Classroom teachers</li> <li>• Curriculum specialists</li> <li>• Administrators</li> <li>• College faculty</li> <li>• Professional artists</li> <li>• Fine arts organization representatives</li> <li>• Museum personnel</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Foreign Language	<p>These standards were created through reviews and revisions from classroom teachers, curriculum specialists, administrators, and college faculty. These people supported development and review of draft documents. These standards are evolving to reflect the movement towards proficiency as developed by the American Council on the Teaching of Foreign Languages.</p> <p>Public hearings were held to share draft documents.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Classroom teachers</li> <li>• Curriculum specialists</li> <li>• Administrators</li> <li>• College faculty</li> <li>• Public invited to comment</li> </ul>
	Computer Technology	At the February 2, 2013 meeting, the BOE conducted final review of revised standards. These standards were approved, and the revised standards were to be posted on the VDOE site, along with notification to school divisions of these changes.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Health	These standards follow the research-based recommendations of Centers for Disease Control and Prevention for health education curricula.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Physical Education	These standards reflect strategies from the Centers for Disease Control and Prevention.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
	Driver Education	This curriculum guide serves as the BOE's approved program of study for public, private, and commercial driver training school programs.	<ul style="list-style-type: none"> <li>• State Board of Education</li> </ul>
Washington	English Language Arts, Mathematics	<p>In March 2010, the first draft of CCSS ELA/math standards were published for public comment. In July 2010, the Washington Legislature authorized Superintendent Dorn to provisionally adopt CCSS. The Office of Superintendent of Public Instruction (OSPI) conducted statewide outreach on these standards, in addition to public review and feedback. OSPI completed comparative analyses between CCSS and state content standards, as well as a bias and sensitivity review.</p> <p>The public was given opportunities to provide feedback during different points of the review process.</p>	<ul style="list-style-type: none"> <li>• Office of Superintendent of Public Instruction</li> <li>• Public invited to comment</li> </ul>
	Science	<p>Washington served as a Lead State Partner during the development of NGSS. OSPI conducted Comparison Analysis and a Bias and Sensitivity Process between NGSS and 2009 Washington Content Learning Standards. A variety of stakeholders, including the Education Opportunity Gap Oversight and Accountability Commission and the State Board of Education provided review and input on the standards.</p> <p>Review and input was solicited from the public.</p>	<ul style="list-style-type: none"> <li>• Office of Superintendent of Public Instruction</li> <li>• Education Opportunity Gap Oversight and Accountability Commission</li> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Social Studies	<p>Teams of Washington social studies educators, administrators, community members, scholars, and experts developed state social studies standards. The Curriculum Advisory and Review Committee (CARC) reviewed and provided input on the standards.</p> <p>Standards updates were made based on changes to social studies graduation requirements for the class of 2016.</p>	<ul style="list-style-type: none"> <li>• Office of Superintendent of Public Instruction</li> <li>• Curriculum Advisory and Review Committee</li> <li>• Social studies educators</li> <li>• Administrators</li> <li>• Community members</li> <li>• Scholars</li> <li>• Experts</li> </ul>
	Arts	<p>The Arts Learning Standards draft teams were convened in the development of standards. These teams represent dance, music, theatre, and visual arts. These standards were reviewed by the state Curriculum Advisory and Review Committee (CARC).</p> <p>2014 - The arts cadre representing dance, music, theatre, and visual arts was convened to review the newly adopted National Core Arts Standards (NCAS) and provide a crosswalk between the NCAS and the current Washington State Learning Standards for The Arts.</p> <p>2015 - Media Arts representatives were identified to join the cadre, and the cadre representing the five arts disciplines began the work of providing resources to the NCAS in anticipation of the adoption of the NCAS as Washington State Learning Standards in The Arts in 2017.</p>	<ul style="list-style-type: none"> <li>• Office of Superintendent of Public Instruction</li> <li>• Arts Learning Standards draft teams</li> <li>• Curriculum Advisory and Review Committee</li> </ul>
	Integrated Environment and Sustainability	<p>OSPI created Environmental Education Guidelines for Washington State in 1990, with an update in 2000. The development of these standards started in 2008 with review of existing state, national, and international environmental and sustainability education standards. A report of this review was created by Facing the Future and published on the OSPI site. OSPI convened a committee of teachers, administrators, and community educators to develop K–12 standards. The OSPI Curriculum Advisory and Review Committee reviewed standards at meetings in April and June 2009. In 2014, the standards were updated to include connections to adopted CCSS.</p> <p>A two-month public review was set up, with an online survey for feedback.</p>	<ul style="list-style-type: none"> <li>• Office of Superintendent of Public Instruction</li> <li>• Curriculum Advisory and Review Committee</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Community educators</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Educational Technology	<p>In 2007, the Washington State Legislature directed OSPI to develop a new set of academic standards. A team of state educators developed these standards based on digital resources for teaching and learning, past and present research, industry standards, and best practices from other states. The team also drew from the International Society for Technology in Education and the Partnership for 21st Century Skills.</p> <p>Review and input was solicited from the public.</p>	<ul style="list-style-type: none"> <li>• Washington State Legislature</li> <li>• Office of Superintendent of Public Instruction</li> <li>• State educators</li> <li>• Public invited to provide feedback</li> </ul>
	World Languages	In February 2010, Washington's Curriculum Advisory and Review Committee recommended the ACTFL Standards for Foreign Language Learning: Preparing for the 21st Century be adopted. In 2014–15, the standards were updated to reflect the state's adoption of CCSS.	<ul style="list-style-type: none"> <li>• Office of Superintendent of Public Instruction</li> <li>• Curriculum Advisory and Review Committee</li> </ul>
	Health and Fitness	Teams of health and physical education teachers worked on drafts of updated standards. Educators, administrators, professionals, parents, and students reviewed draft standards. Washington adopted NHES and SHAPE America National Standards as state standards. Two Bias and Sensitivity reviews were conducted. The Curriculum Advisory and Review Committee also provided recommendations.	<ul style="list-style-type: none"> <li>• Office of Superintendent of Public Instruction</li> <li>• Curriculum Advisory and Review Committee</li> <li>• Health and physical education teachers</li> <li>• Administrators</li> <li>• Professionals</li> <li>• Parents</li> <li>• Students</li> </ul>
	English Language Proficiency	ELPA21 standards were adopted.	No information available
	Early Learning and Development Guidelines	The guidelines were reviewed and revised by parents, early learning providers, K–3 teachers, principals, advocates, and representatives from diverse communities. There are licensing standards/Early Achiever standards, Early Childhood Education and Assistance Program standards, and Head Start standards, depending on the funding status for the program. The next scheduled revision of these guidelines is in 2017.	<ul style="list-style-type: none"> <li>• Department of Early Learning</li> <li>• Office of Superintendent of Public Instruction</li> <li>• Thrive by Five Washington</li> <li>• Parents</li> <li>• Early learning providers</li> <li>• K–3 teachers</li> <li>• Principals</li> <li>• Advocates</li> <li>• Representatives from diverse communities</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
West Virginia	ELA, Mathematics	<p>West Virginia Department of Education, West Virginia Board of Education (BOE), and West Virginia University partnered in a statewide public review of state standards. This team created a website ("Academic Spotlight") to collect public feedback on state standards. These comments were reviewed by a team of diverse stakeholders, who then made recommendations to the BOE.</p> <p>The website was created to collect feedback on revised standards. Eight of the state's universities hosted town hall meetings for people to ask questions about the standards to a panel of teachers, administrators, and representatives from higher education.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Department of Education</li> <li>• West Virginia University</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Higher education representatives</li> <li>• Public invited to ask questions</li> </ul>
	Science	<p>The Board of Education adopted modified NGSS on April 8, 2015.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	Social Studies	<p>West Virginia educators reviewed the standards and found them to be research- and evidence-based, aligned with college and work expectations, rigorous, and internationally benchmarked.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Educators</li> <li>• Public invited to comment</li> </ul>
	Health Education	<p>Revised standards were presented to board members at the June 10, 2015 meeting. The standards were approved at the BOE's August 12, 2015 meeting.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	Physical Education	<p>Committees of West Virginia regular classroom teachers, special education teachers, and higher education teachers convened to revise content standards and objectives. The committees worked to ensure West Virginia standards align with national standards, rigorous national assessments, and research and best practices.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Classroom teachers</li> <li>• Special education teachers</li> <li>• Higher education teachers</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Foreign Language	<p>Committees of West Virginia regular classroom teachers and higher education teachers convened to revise content standards and objectives. The committees worked to ensure West Virginia standards are meaningful to classroom teachers and appear in a format that can be easily used and understood.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Classroom teachers</li> <li>• Higher education teachers</li> <li>• Public invited to comment</li> </ul>
	Driver Education	<p>Revised standards were presented to board members at the BOE's May 11, 2011 meeting.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	Dance	<p>Educators from different areas of the state convened to revise content standards and objectives. These standards are designed to align with national standards and best practice in dance education.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Educators</li> <li>• Public invited to comment</li> </ul>
	Music	<p>Educators from different areas of the state convened to revise content standards and objectives. These standards are designed to align with national standards and best practice in music education.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Educators</li> <li>• Public invited to comment</li> </ul>
	Theatre	<p>Educators from different areas of the state convened to revise content standards and objectives. These standards are designed to align with national standards and best practice in theatre education.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Educators</li> <li>• Public invited to comment</li> </ul>
	Visual Arts	<p>Educators from different areas of the state convened to revise content standards and objectives. These standards are designed to align with national standards and best practice in visual arts education.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Educators</li> <li>• Public invited to comment</li> </ul>



State	Subject	Process Summary	Stakeholders Involved
	Career and Technical Education	<p>These standards are the product of the Common Career Technical Core (CCTC), a state-led initiative. CCTC was developed by business and industry representatives, educators, and others. Committees of educators and representatives from West Virginia business and industry also convened to revise specific content skill sets standards and objectives from each (Career and Technical Education (CTE) concentration. These content skills sets standards are aligned to industry standards, industry-recognized credentials, research, and best practice in CTE.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Business and industry representatives</li> <li>• Educators</li> <li>• Public invited to comment</li> </ul>
	Learning Skills and Technology Tools	<p>West Virginia educators, including regular classroom teachers, special education teachers, and higher education teachers, shaped the content standards. These standards are designed to align with national standards, rigorous national assessments, and research and best practice in the field of educational technology.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Classroom teachers</li> <li>• Special education teachers</li> <li>• Higher education teachers</li> <li>• Public invited to comment</li> </ul>
	Early Learning	<p>Several foundations frame the design of the standards and describe an approach that promotes lifelong learning competencies. These standards were adopted at the BOE's May 13, 2015 meeting.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	Library Media	<p>These standards are supported by Information Literacy Standards for Student Learning published by the American Association of School Librarians and Association for Educational Communications and Technology, and Information Power: Building Partnerships for Learning published by the American Library Association. Other state standards and national research findings guided development.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Public invited to comment</li> </ul>
	American Sign Language	<p>A committee of West Virginia educators, including regular classroom teachers, deaf education teachers, and higher education teachers, shaped these content standards.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Classroom teachers</li> <li>• Deaf education teachers</li> <li>• Higher education teachers</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Career Exploration	<p>A team of diverse West Virginia educators and national experts collaborated to develop these standards for the LINKS program, which provides students with practice in life and work skills and broadens their knowledge bases for career decision-making.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Diverse state educators</li> <li>• National experts</li> <li>• Public invited to comment</li> </ul>
	PreK–4 Wellness	<p>A committee of West Virginia educators, including regular classroom teachers, special education teachers, and higher education teachers, shaped these content standards. These standards are designed to align with national standards, rigorous national assessments, and research and best practice in the field of wellness.</p> <p>Stakeholders were convened for revisions prior to a 30-day public comment period.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• Classroom teachers</li> <li>• Special education teachers</li> <li>• Higher education teachers</li> <li>• Public invited to comment</li> </ul>
Wisconsin	English Language Arts, Mathematics	<p>Wisconsin educators and citizens provided public comment and feedback on drafts of CCSS, served on statewide standards leadership groups, and supported standards implementation. State Superintendent Tony Evers formally adopted CCSS on June 2, 2010.</p> <p>The public was asked to provide comments and feedback on the CCSS.</p>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Educators</li> <li>• Citizens</li> <li>• Public invited to comment</li> </ul>
	Science	<p>These standards draw from the National Science Education Standards. There is no current timeline for review of changing state science standards.</p>	No information available
	Early Learning	<p>The standards were based off research and content experts from state higher education institutions. These standards are aligned with CCSS.</p>	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> <li>• Department of Children and Families</li> <li>• Department of Health Services</li> <li>• Head Start State Collaboration Office</li> <li>• Wisconsin Model Early Learning Standards Steering Committee</li> </ul>
	Environmental Education	<p>These standards were created by a task force of educators, parents, Board of Education members, and business and industry individuals. The task force was appointed by the state superintendent.</p> <p>Drafts of standards were made available for public comment and feedback. Forums and focus groups were also held to capture public feedback.</p>	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Educators</li> <li>• Parents</li> <li>• Board of Education members</li> <li>• Business and industry individuals</li> <li>• Public invited to comment</li> </ul>
	Family and Consumer Sciences	<p>These standards were created in conjunction with business, industry, and education professionals. They also draw from Career Ready Practices outlined by the National Association of State Directors of Career and Technical Education Consortium (NASDCTEc).</p>	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> <li>• Business, industry, and education professionals</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Health Education	During the fall and winter of the 2010–11 schoolyear, a team of K–12 health educators, higher education health educators, and administrators created these standards. These efforts were supported by Wisconsin Health and Physical Education, the Wisconsin Association for Supervision and Curriculum Development, the Association of Wisconsin School Administrators, and the Wisconsin Education Association Council.	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> <li>• K–12 health educators</li> <li>• Higher education health educators</li> <li>• Administrators</li> </ul>
	Health Science	This is part of the state's Career and Technical Education (CTE) programs. The CTE Standards Revision Leadership Teams produced updated standards, with work groups for specific content area work teams, a stakeholder subgroup, and involvement from Department of Public Instruction CTE Team members, who reviewed standards from each content area.	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> <li>• CTE Standards Revision Leadership Teams</li> <li>• DPI CTE team members</li> </ul>
	Information & Technology Literacy Standards	When the ISTE Nets Standards and components of the AASL standards are updated (expected in summer 2016), Wisconsin will be adopting these updated standards.	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> </ul>
	Marketing, Management, and Entrepreneurship	<p>This is part of the state's Career and Technical Education (CTE) programs. The CTE Standards Revision Leadership Teams produced updated standards, with work groups for specific content area work teams, a stakeholder subgroup, and involvement from Department of Public Instruction CTE Team members, who reviewed standards from each content area.</p> <p>The public was invited to provide comments and feedback on draft standards.</p>	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> <li>• CTE Standards Revision Leadership Teams</li> <li>• DPI CTE team members</li> <li>• Public invited to comment</li> </ul>
	Music	<p>The first phase of standards development involved educators, parents, Board of Education members, and business and industry members. At least two drafts were taken to the public for review. Draft standards were then revised based on public comments.</p> <p>Forums and focus groups were held across the state to obtain feedback on draft standards.</p>	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> <li>• Educators</li> <li>• Parents</li> <li>• Board of Education members</li> <li>• Business and industry members</li> <li>• Public invited to comment</li> </ul>
	Nutrition	Department of Public Instruction (DPI) convened a committee of teachers and nutrition experts to develop these standards, with funding from the U.S. Department of Agriculture and Wisconsin Action for Healthy Kids.	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> <li>• Teachers</li> <li>• Nutrition experts</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Personal Financial Literacy	<p>Standards were developed by the Personal Literacy Task Force. The task force met four times between May 2005 and January 2006. At the first task force meeting, participants created seven draft content standards. DPI took these draft content standards for formatting and writing a rationale for each. At the second meeting, the task force reviewed and confirmed content standard statements from the first meeting and drafted performance standards. At the third meeting, the task force reviewed draft performance standards and planned for input, dissemination, and implementation. At the fourth task force meeting, the task force discussed public feedback on the draft standards and planned for dissemination.</p> <p>Draft standards were posted online for public review.</p>	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> <li>• Personal Literacy Task Force</li> <li>• Public invited to comment</li> </ul>
	Physical Education	<p>A team of K–12 and higher education teachers and administrators created standards document, with support from: Wisconsin Association for Health, Physical Education, Recreation and Dance; Wisconsin Association for Supervision and Curriculum and Development; Association of Wisconsin School Administrators; and Wisconsin Education Association Council. These state standards expand upon the National Association for Sport and Physical Education (NASPE) standards.</p>	<ul style="list-style-type: none"> <li>• K–12</li> <li>• Higher education teachers and administrators</li> </ul>
	School Counseling	<p>These standards are based on the ASCA National Model: A Framework for School Counseling Programs; American School Counselor Association, 2003; and National Occupational Information Coordinating Committee: National Career Development Guidelines, 2003.</p>	<p>No information available</p>
	Technology and Engineering	<p>This is part of the state's Career and Technical Education (CTE) programs. The CTE Standards Revision Leadership Teams produced updated standards, with work groups for specific content area work teams, a stakeholder subgroup, and involvement from Department of Public Instruction CTE Team members, who reviewed standards from each content area.</p> <p>The public was invited to provide comments and feedback on draft standards.</p>	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> <li>• CTE Standards Revision Leadership Teams</li> <li>• DPI CTE team members</li> <li>• Public invited to comment</li> </ul>
	Theatre	<p>Educators, parents, board of education members, and business and industry members produced preliminary content and performance standards.</p> <p>The public was asked to comment on at least two standards drafts. Focus groups, forums, and presentations were conducted to elicit public comment.</p>	<ul style="list-style-type: none"> <li>• Educators</li> <li>• Board of Education</li> <li>• Business and industry members</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	World Languages	<p>Educators, parents, board of education members, and business and industry individuals produced preliminary content and performance standards. The public was then asked to comment on draft standards.</p> <p>The public was asked to comment on at least two standards drafts. Focus groups, forums, and presentations were conducted to elicit public comment.</p>	<ul style="list-style-type: none"> <li>• Department of Public Instruction</li> <li>• Educators</li> <li>• Parents</li> <li>• Board of Education members</li> <li>• Business and industry members</li> </ul>
Wyoming	English Language Arts	<p>The English Language Arts Standards Review Committee reviewed CCSS. The committee met in spring 2010 to develop the process and design criteria to be used by the Content Review Committees in each content area. The ELA Content Committee members met in spring 2010 to evaluate and compare the ELA CCSS to the Wyoming Content and Performance Standards. An additional two-day meeting was held to determine if any additional content skills should be added to the Wyoming Language Arts Content and Performance Standards. As a result of this extensive review, the content committee advocated inclusion of CCSS.</p> <p>The public was asked to provide comments and feedback on the CCSS. Districts and community members were asked to provide recommendations of individuals to participate on content committees.</p>	<ul style="list-style-type: none"> <li>• State Board of Education</li> <li>• English Language Arts Standards Review Committee</li> <li>• Districts</li> <li>• Public invited to comment</li> </ul>
	Mathematics	<p>Representatives from local school districts, community college, university, students, and businesses participated in regional groups to draft standards using local district standards. The state committee, consisting of regional representatives, used the drafts of local district standards to draft the state standards. The state committee also referenced national standards and several states' standards.</p> <p>Review process: The Standards Review Steering Committee nominated 8–12 educators for each of the 10 content areas. These Content Review Committees consisted of pre-school, elementary, secondary, special education, and higher education teachers.</p> <p>The public was asked to provide comments and feedback on the CCSS. Districts and community members were asked to provide recommendations of individuals to participate on content committees.</p>	<ul style="list-style-type: none"> <li>• Standards Review Steering Committee</li> <li>• Educators from local school districts</li> <li>• Educators from community colleges</li> <li>• Educators from universities</li> <li>• Students</li> <li>• Businesses</li> <li>• Public invited to comment</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Science	<p>The Science Standards Review Committee was comprised of educators from local school districts, community colleges, and the University, as well as, parents, and business members. The committee reviewed Wyoming's current state science standards, national standards, and eight other states' standards. They unanimously voted to use the Next Generation Science Standards as a framework to start with, but to go through each benchmark and edit as needed and make it more Wyoming specific where applicable. The public was invited to comment during a 45-day period.</p> <p>Five regional public hearings were held to gather public input on what they wanted the committee to know when looking at the standards. Following Committee Review and recommendation, public input was gathered online and again through five regional hearings to give comment for the State Board's consideration. Following the Board's review of the standards documents and public input, they moved forward with promulgating rules which entailed a 60-day public comment period.</p>	<ul style="list-style-type: none"> <li>• Standards Review Steering Committee</li> <li>• Educators from local school districts</li> <li>• Educators from community colleges</li> <li>• Educators from universities</li> <li>• Students</li> <li>• Businesses</li> <li>• Public invited to comment</li> </ul>
	Social Studies	<p>The Social Studies Standards Review Committee was comprised of educators from local school districts, community colleges, and the University, as well as, parents, and business members. The committee reviewed Wyoming's current state standards, national standards, and other states' standards.</p>	<ul style="list-style-type: none"> <li>• Educators from local school districts</li> <li>• Educators from community colleges</li> <li>• Educators from universities</li> <li>• Parents</li> <li>• Business members</li> </ul>
	Foreign Language, Health Education	<p>Representatives from local school districts, community college, university, students, and businesses participated in regional groups to draft standards using local district standards. The state committee, consisting of regional representatives, used the drafts of local district standards to draft the state standards. The state committee also referenced national standards and several states' standards.</p> <p>Review process: The Standards Review Steering Committee nominated 8–12 educators for each of the 10 content areas. These Content Review Committees consisted of pre-school, elementary, secondary, special education, and higher education teachers.</p>	<ul style="list-style-type: none"> <li>• Standards Review Steering Committee</li> <li>• Educators from local school districts</li> <li>• Educators from community colleges</li> <li>• Educators from universities</li> <li>• Students</li> <li>• Business members</li> <li>• Public invited to comment</li> </ul>
	Physical Education	<p>The P.E. Standards Review Committee was comprised of educators from local school districts, community colleges, and the University, as well as, parents, and business members. The committee reviewed Wyoming's current state standards, national standards, and other states' standards.</p>	<ul style="list-style-type: none"> <li>• Educators from local school districts</li> <li>• Educators from community colleges</li> <li>• Educators from universities</li> <li>• Parents</li> <li>• Business members</li> </ul>

State	Subject	Process Summary	Stakeholders Involved
	Career and Vocational Education	The Career and Vocational Education Standards Review Committee was comprised of educators from local school districts, community colleges, and the University, as well as, parents, and business members. The committee reviewed Wyoming's current state standards, national standards, and other states' standards.	<ul style="list-style-type: none"> <li>• Educators from local school districts</li> <li>• Educators from community colleges</li> <li>• Educators from universities</li> <li>• Parents</li> <li>• Business members</li> </ul>
	Arts	Representatives from local school districts, community college, university, students, and businesses participated in regional groups to draft standards using local district standards. The state committee, consisting of regional representatives, used the drafts of local district standards to draft the state standards. The state committee also referenced national standards and several states' standards. The standards were last reviewed in 2002–03.	<ul style="list-style-type: none"> <li>• Standards Review Steering Committee</li> <li>• Local school districts</li> <li>• Community colleges</li> <li>• University representatives</li> <li>• Students</li> <li>• Businesses</li> <li>• Public invited to comment</li> </ul>

During standards revision processes, some states referenced educational organizations (e.g., National Council of Teachers of Mathematics), incorporating organization suggestions or standards documents. Some states also drew on prior standards iterations, as well as standards from other states. These standards and documents are noted in Table 2 below.

**Table 2: Organizations, Standards, or Documents Used in Standards Revision Process**

State	Subject	Organizations, Standards, or Documents Involved in Standards Revision
Alabama	English Language Arts	<ul style="list-style-type: none"> <li>• 2007 Alabama Course of Study: English Language Arts</li> </ul>
	Mathematics	<ul style="list-style-type: none"> <li>• 2010 Common Core State Standards for Mathematics</li> <li>• 2009 Alabama Course of Study: Mathematics</li> </ul>
	Science	<ul style="list-style-type: none"> <li>• Alabama Course of Study: Science</li> <li>• A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (National Research Council)</li> </ul>
California	English Language Development	<ul style="list-style-type: none"> <li>• 2012 English Language Development Standards</li> <li>• California Common Core State Standards for Mathematics</li> <li>• California Next Generation Science Standards</li> </ul>
	Visual Arts	<ul style="list-style-type: none"> <li>• Visual and Performing Arts Framework for California Public Schools (1996)</li> </ul>
Colorado	Reading, Writing, & Communicating	<ul style="list-style-type: none"> <li>• Singapore National Curriculum</li> <li>• Massachusetts Curriculum Framework</li> <li>• Virginia Standards of Learning</li> <li>• Finland – National Core Curriculum</li> <li>• WestEd Colorado Model Content Standards Review</li> <li>• College Board <i>Standards for College Success</i></li> <li>• Achieve Benchmarks for elementary, middle, and high school English</li> <li>• National Standards for <i>National Council of Teachers of English</i></li> <li>• Colorado Basic Literacy Act</li> <li>• National Education Literacy Panel (NELP)</li> <li>• National Reading Panel Report</li> <li>• Building Blocks to the Colorado K–12 Content Standards</li> <li>• Foundation for Critical Thinking</li> </ul>
	Mathematics	<ul style="list-style-type: none"> <li>• Singapore National Curriculum</li> <li>• Massachusetts Curriculum Framework</li> <li>• Virginia Standards of Learning</li> <li>• Finland – National Core Curriculum</li> <li>• WestEd Colorado Model Content Standards Review</li> <li>• Achieve Benchmarks for Elementary, Middle, and High School Mathematics</li> <li>• Benchmarks 2061</li> <li>• College Board Standards for College Success</li> <li>• Guidelines for Assessment and Instruction in Statistics Education</li> <li>• NCTM Principles and Standards for School Mathematics and Focal Points</li> <li>• Standards for Success “Understanding University Success”</li> <li>• Minnesota Academic Standards, Mathematics K–12</li> <li>• Building Blocks to the Colorado K–12 Content Standards</li> <li>• National Math Panel Report</li> </ul>



State	Subject	Organizations, Standards, or Documents Involved in Standards Revision
	Science	<ul style="list-style-type: none"> <li>• Science for all Americans (AAAS)</li> <li>• Benchmarks for Science Literacy (AAAS)</li> <li>• The Atlas for Science Literacy (AAAS)</li> <li>• National Science Standards (NAS)</li> <li>• Taking Science to School (National Research Council)</li> <li>• Ready, Set, Science (National Research Council)</li> <li>• Systems for States Science Assessment (Committee on Test Design for K–12 Science Achievement)</li> <li>• Before It’s Too Late (National Commission on Mathematics and Science Teaching for the 21st Century)</li> <li>• Science Education that Makes Sense (American Educational Research Association)</li> <li>• Science Frameworks (NAEP)</li> <li>• Singapore National Curriculum</li> <li>• Massachusetts Curriculum Framework</li> <li>• Virginia Standards of Learning</li> <li>• Finland – National Core Curriculum</li> <li>• WestEd Colorado Model Content Standards Review</li> <li>• Building Blocks to the Colorado K–12 Content Standards</li> </ul>
	Social Studies	<ul style="list-style-type: none"> <li>• Singapore National Curriculum</li> <li>• Massachusetts Curriculum Framework</li> <li>• Indiana Department of Education</li> <li>• Finland – National Core Curriculum</li> <li>• WestEd Colorado Model Content Standards Review</li> <li>• Building Blocks to the Colorado K–12 Content Standards</li> </ul>
	Arts	<ul style="list-style-type: none"> <li>• Singapore National Curriculum</li> <li>• Massachusetts Curriculum Framework</li> <li>• New Jersey Core Curriculum Content Standards</li> <li>• Connecticut Common Core of Learning Standards</li> <li>• Indiana Theatre Standards</li> <li>• New South Wales – National Board of Studies</li> <li>• Scotland Creative Arts Standards</li> <li>• National Standards for Theatre</li> <li>• Current Colorado Model Content Standards</li> <li>• WestEd Colorado Model Content Standards Review</li> <li>• Building Blocks to Colorado’s K–12 Standards</li> </ul>
	Comprehensive Health, Physical Health	<ul style="list-style-type: none"> <li>• WestEd Colorado Model Content Standards Review</li> <li>• National Standards for Physical Education</li> <li>• National Health Education Standards</li> <li>• Massachusetts Comprehensive Health Curriculum Framework</li> <li>• North Carolina Healthful Living Standard Course of Study and Grade Level Competencies</li> <li>• Singapore Health Education Syllabus (Primary and Secondary)</li> <li>• Singapore Physical Education Syllabus (Primary and Secondary)</li> <li>• Finland National Core Curriculum for Basic Education: Health Education and Physical Education</li> <li>• California Physical Education Content Standards</li> <li>• New Jersey Comprehensive Health and Physical Education Content Standards</li> <li>• Colorado Comprehensive Health Education Act of 1990</li> <li>• HB 07-1292 for Sex Education</li> <li>• Building Blocks to the Colorado K–12 Content Standards</li> </ul>

State	Subject	Organizations, Standards, or Documents Involved in Standards Revision
	World Languages	<ul style="list-style-type: none"> <li>• Singapore National Curriculum</li> <li>• Massachusetts Curriculum Framework</li> <li>• California World Languages Content Standards</li> <li>• Finland – National Core Curriculum</li> <li>• WestEd Colorado Model Content Standards Review</li> </ul>
Connecticut	Arts	<ul style="list-style-type: none"> <li>• National Core Arts Standards</li> </ul>
	Health	<ul style="list-style-type: none"> <li>• National Health Education Standards</li> </ul>
	Physical Education	<ul style="list-style-type: none"> <li>• <i>Moving into the Future: The National Standards for Physical Education (2<sup>nd</sup> Edition)</i></li> </ul>
	Information and Communications Technologies	<ul style="list-style-type: none"> <li>• National Business Education Standards</li> </ul>
	Foreign Language	<ul style="list-style-type: none"> <li>• National Standards in Foreign Language Education Project</li> <li>• Connecticut Council of Language Teachers</li> <li>• World Affairs Council</li> </ul>
	English Language Proficiency	<ul style="list-style-type: none"> <li>• ELPA21 Standards</li> <li>• Connecticut Administrators of Programs for English Language Learners</li> <li>• ConnTESOL</li> <li>• Connecticut Association of Latino Administrators and Superintendents</li> <li>• Connecticut Association of Schools</li> <li>• Connecticut Association of Boards of Education</li> </ul>
Delaware	World Languages	<ul style="list-style-type: none"> <li>• Kentucky Standard for World Language Proficiency</li> <li>• American Council on the Teaching of Foreign Languages</li> <li>• National Council of State Supervisors for Languages</li> <li>• Delaware World Language Teacher Leader Network</li> <li>• Subcommittee on Refreshing Delaware’s World Language Standards</li> </ul>
	Arts	<ul style="list-style-type: none"> <li>• National Coalition for Core Arts Standards</li> </ul>
	Health	<ul style="list-style-type: none"> <li>• National Health Education Standards</li> </ul>
Illinois	Social Science	<ul style="list-style-type: none"> <li>• C3 Framework</li> </ul>
	Physical and Health Development	<ul style="list-style-type: none"> <li>• National Standards for Physical Education</li> <li>• National Health Education Standards</li> <li>• 1985 State Goals for Physical Development</li> <li>• Other state standards</li> </ul>
	Fine Arts	<ul style="list-style-type: none"> <li>• National Standards for Arts Education</li> <li>• 1985 State Goals for Physical Development and Health</li> </ul>
Indiana	English Language Arts	<ul style="list-style-type: none"> <li>• National Council of Teachers of English Language Arts standards</li> </ul>
	Mathematics	<ul style="list-style-type: none"> <li>• National Council of Teachers of Mathematics standards</li> </ul>
	Science and Computer Science	<ul style="list-style-type: none"> <li>• Framework for K–12 Science Education</li> </ul>
Kansas	Physical Education	<ul style="list-style-type: none"> <li>• National Association of Physical Education and Sport Standards for Physical Education</li> </ul>
Kentucky	World Languages	<ul style="list-style-type: none"> <li>• American Council on the Teaching of Foreign Languages</li> <li>• National Council of State Supervisors for Languages</li> <li>• LinguaFolio Alignment Project Committee</li> <li>• South Carolina Department of Education</li> <li>• Kentucky World Language Association</li> </ul>
Louisiana	Health	<ul style="list-style-type: none"> <li>• National Association of Sport and Physical Education</li> </ul>
	World Languages	<ul style="list-style-type: none"> <li>• Standards for Foreign Language Learning in the 21<sup>st</sup> Century; Common European Framework of Reference for Languages</li> </ul>
Maine	Health Education	<ul style="list-style-type: none"> <li>• National Health Education Standards</li> </ul>
	Physical Education	<ul style="list-style-type: none"> <li>• National Association of Sport and Physical Education Standards</li> </ul>

State	Subject	Organizations, Standards, or Documents Involved in Standards Revision
Maryland	Literacy in History/Social Studies	<ul style="list-style-type: none"> <li>• C3 Framework</li> </ul>
	Braille	<ul style="list-style-type: none"> <li>• Braille Authority of North America Standards</li> </ul>
Michigan	Social Studies	<ul style="list-style-type: none"> <li>• Michigan Council for Civil Education</li> <li>• Michigan Council for Economic Education</li> <li>• Michigan Geographic Alliance</li> <li>• Michigan Council for History Education</li> <li>• Michigan Council for the Social Studies</li> </ul>
	Career and Employability Skills	<ul style="list-style-type: none"> <li>• Michigan Business Leaders for Education Excellence</li> </ul>
	Physical Education	<ul style="list-style-type: none"> <li>• National Association for Sport and Physical Education Standards</li> </ul>
	Nutrition	<ul style="list-style-type: none"> <li>• Michigan Department of Community Health</li> <li>• Michigan Department of Education</li> <li>• United Dairy Industry of Michigan</li> </ul>
	Health Education	<ul style="list-style-type: none"> <li>• National Health Education Standards</li> </ul>
	Technology	<ul style="list-style-type: none"> <li>• International Society for Technology in Education's National Educational Technology Standards for Students</li> <li>• Framework for 21<sup>st</sup> Century Learning</li> </ul>
	World Languages	<ul style="list-style-type: none"> <li>• Standards for Foreign Language Learning in the 21<sup>st</sup> Century</li> <li>• American Council on the Teaching of Foreign Languages Performance Guidelines for K–12 Learners</li> <li>• ACTFL Proficiency Guidelines: Speaking</li> <li>• ACTFL Proficiency Guidelines: Writing</li> </ul>
Minnesota	Health and Physical Education	<ul style="list-style-type: none"> <li>• National Standards for Physical Education</li> </ul>
	World Languages	<ul style="list-style-type: none"> <li>• ACTFL World Language Standards</li> </ul>
Mississippi	Contemporary Health	<ul style="list-style-type: none"> <li>• National Health Education Standards</li> </ul>
Nevada	Social Studies	<p>National standards from:</p> <ul style="list-style-type: none"> <li>• National Council for the Social Studies</li> <li>• National Council for Geographic Education</li> <li>• National Council on Economic Education</li> <li>• National Center for History in the Schools</li> <li>• Center for Civic Education's National Standards for Civics and Government</li> <li>• C3 Framework</li> <li>• Iowa state standards</li> <li>• Washington, D.C. standards</li> <li>• Oklahoma standards</li> </ul>
	Computer & Technology	<ul style="list-style-type: none"> <li>• National Educational Technology Standards for Students</li> </ul>
	World Language	<ul style="list-style-type: none"> <li>• American Council on the Teaching of Foreign Language Standards for Foreign Language Learning</li> </ul>
New Hampshire	Science	<ul style="list-style-type: none"> <li>• New Hampshire Minimum Standards for School Approval</li> <li>• New Hampshire Frameworks for Science K–12</li> <li>• Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas</li> </ul>
	Information and Communication Technologies Literacy	<ul style="list-style-type: none"> <li>• National Educational Technology Standards for Students</li> </ul>
	Visual and Performing Arts	<ul style="list-style-type: none"> <li>• National Coalition of Core Arts Standards</li> </ul>
New Mexico	English Language Development	<ul style="list-style-type: none"> <li>• NM Bilingual Multicultural Education and Title III Bureau</li> <li>• World-Class Instructional Design and Assessment Consortium</li> </ul>
	Visual and Performing Arts	<ul style="list-style-type: none"> <li>• National Standards for Arts Education</li> </ul>
New York	Health	<ul style="list-style-type: none"> <li>• New York State Health Education Curriculum and Assessment Leadership Initiative</li> <li>• MidWest New York Student Support Services Center</li> </ul>

State	Subject	Organizations, Standards, or Documents Involved in Standards Revision
North Carolina	Arts Education	<ul style="list-style-type: none"> <li>• National Standards for Arts Education</li> <li>• National Standards for Learning and Teaching Dance in the Arts</li> </ul>
	English as a Second Language	<ul style="list-style-type: none"> <li>• World-Class Instructional Design and Assessment English Language Proficiency Standards</li> </ul>
	Guidance	<ul style="list-style-type: none"> <li>• ASCA National Model: A Framework for School Counseling Programs</li> <li>• North Carolina Revised Bloom’s Taxonomy</li> </ul>
	Information and Technology Skills	<ul style="list-style-type: none"> <li>• Bloom’s Revised Technology</li> </ul>
North Dakota	Foreign Languages	<ul style="list-style-type: none"> <li>• Foreign Language Association of North Dakota</li> </ul>
	Arts	<ul style="list-style-type: none"> <li>• Music Educators National Conference national standards document</li> </ul>
	Physical Education	<ul style="list-style-type: none"> <li>• Society for Health and Physical Education’s America National Standards and Grade-Level Outcomes for K–12 Physical Education</li> </ul>
Ohio	Physical Education	<ul style="list-style-type: none"> <li>• National Association of Sport and Physical Education standards</li> </ul>
Oklahoma	Mathematics	<ul style="list-style-type: none"> <li>• National Council of Teachers of Mathematics standards documents</li> <li>• National Research Council’s Adding It Up</li> <li>• Oklahoma Priority Academic Standards</li> </ul>
	Science	<ul style="list-style-type: none"> <li>• A Framework for K–12 Science Education</li> <li>• Benchmarks for Science Literacy</li> <li>• NGSS</li> <li>• Oklahoma Priority Academic Student Skills for Science</li> </ul>
	Physical Education and Health	<ul style="list-style-type: none"> <li>• National Standards &amp; Grade-Level Outcomes for K–12 Physical Education and Healthy Youth Standards</li> </ul>
Oregon	Social Sciences	<p>Documents from:</p> <ul style="list-style-type: none"> <li>• National Assessment of Educational Progress</li> <li>• National Council for the Social Studies</li> <li>• Council for Economic Education</li> <li>• National Geographic Society</li> <li>• National Council for History Education</li> <li>• National Jump\$tart Coalition</li> <li>• State documents from Colorado, Indiana, Washington, California, and Wisconsin</li> </ul>
	Library/Media Education	<ul style="list-style-type: none"> <li>• American Association of School Librarians guidelines</li> <li>• Other state library standards</li> <li>• Existing Oregon district grade-level library standards</li> </ul>
	World Languages	<ul style="list-style-type: none"> <li>• American Council on the Teaching of Foreign Languages Performance Guidelines for K–12 Learners</li> <li>• Proficiency Guidelines – Speaking</li> <li>• Proficiency Guidelines – Writing</li> </ul>
Pennsylvania	English Language Arts	<ul style="list-style-type: none"> <li>• American Council on the Teaching of Foreign Languages Performance Guidelines for K–12 Learners</li> <li>• Proficiency Guidelines – Speaking</li> <li>• Proficiency Guidelines – Writing</li> </ul>
	Driver’s Education	<p>Driver Education Content and Performance Expectations Committee, consisting of representatives from:</p> <ul style="list-style-type: none"> <li>• Pennsylvania Association of Professional Driving Schools</li> <li>• Indiana University of Pennsylvania</li> <li>• Pennsylvania Motor Truck Association</li> <li>• Pennsylvania Association of Safety Education</li> <li>• Pennsylvania State Police</li> <li>• Pennsylvania Department of Transportation</li> <li>• Pennsylvania Department of Education</li> </ul>

State	Subject	Organizations, Standards, or Documents Involved in Standards Revision
Rhode Island	Health Education	<ul style="list-style-type: none"> <li>National Health Education Standards</li> </ul>
	Physical Education	<ul style="list-style-type: none"> <li>National Association for Sport and Physical Education standards</li> </ul>
	Financial Literacy	<ul style="list-style-type: none"> <li>National Standards for Financial Literacy</li> </ul>
South Carolina	English Language Arts	<ul style="list-style-type: none"> <li>2014 ACT College and Career Readiness Standards</li> <li>CCSS for ELA</li> <li>College- and career-ready standards from other states</li> <li>South Carolina Academic Standards for ELA 2008</li> <li>Test specifications for the SAT</li> <li>National Council of Teachers of English/International Reading Association Standards</li> </ul>
	Health Education	<ul style="list-style-type: none"> <li>South Carolina Health and Safety Education Curriculum Standards</li> <li>National Health Education Standards</li> <li>Health education standards from other states</li> </ul>
	Physical Education	<ul style="list-style-type: none"> <li>National Standards for K–12 Physical Education</li> </ul>
	Visual and Performing Arts	<ul style="list-style-type: none"> <li>South Carolina Visual and Performing Arts Framework</li> <li>National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts</li> </ul>
	World Languages	<ul style="list-style-type: none"> <li>American Council for the Teaching of Foreign Languages (ACTFL)</li> <li>Kentucky Standard for World Languages Proficiency</li> <li>ACTFL Proficiency Guidelines</li> </ul>
	American Sign Language	<ul style="list-style-type: none"> <li>National Council of State Supervisors for Languages (NCSSFL)-American Council on the Teaching of Foreign Languages Can-Do Statements</li> </ul>
South Dakota	Science	<ul style="list-style-type: none"> <li>Science standards from Massachusetts and South Carolina</li> <li>NGSS</li> <li>National Research Council’s Framework for K–12 Science Education</li> </ul>
Tennessee	English as a Second Language	<ul style="list-style-type: none"> <li>WIDA standards</li> </ul>
Utah	World Languages	<ul style="list-style-type: none"> <li>2012 American Council for the Teaching of Foreign Languages Proficiency Guidelines</li> </ul>
Vermont	Health Education	<ul style="list-style-type: none"> <li>National Health Education Standards</li> </ul>
Virginia	Foreign Language	<ul style="list-style-type: none"> <li>American Council on the Teaching of Foreign Languages</li> </ul>
	Health, Physical Education	<ul style="list-style-type: none"> <li>Recommendations and strategies from Centers for Disease Control and Prevention</li> </ul>
Washington	Educational Technology	<ul style="list-style-type: none"> <li>International Society for Technology in Education and the Partnership for 21<sup>st</sup> Century Skills</li> </ul>
	World Languages	<ul style="list-style-type: none"> <li>American Council on the Teaching of Foreign Languages Standards for Foreign Language Learning: Preparing for the 21<sup>st</sup> Century</li> </ul>
	Health and Fitness	<ul style="list-style-type: none"> <li>National Health Education Standards</li> <li>SHAPE America National Standards</li> </ul>
	English Language Proficiency	<ul style="list-style-type: none"> <li>ELPA21 Standards</li> </ul>
West Virginia	Library Media	<ul style="list-style-type: none"> <li>Information Literacy Standards for Student Learning (American Association of School Librarians and Association for Educational Communications and Technology)</li> <li>Information Power: Building Partnerships for Learning (American Library Association)</li> </ul>

State	Subject	Organizations, Standards, or Documents Involved in Standards Revision
Wisconsin	Science	<ul style="list-style-type: none"> <li>• National Science Education Standards</li> </ul>
	Family and Consumer sciences	<ul style="list-style-type: none"> <li>• National Association of State Directors of Career and Technical Education Consortium’s Career Ready Practices</li> </ul>
	Health Education	<ul style="list-style-type: none"> <li>• Wisconsin Health and Physical Education</li> <li>• Wisconsin Association for Supervision and Curriculum Development</li> <li>• Association of Wisconsin School Administrators</li> <li>• Wisconsin Education Association Council</li> </ul>
	Information & Technology Literacy	<ul style="list-style-type: none"> <li>• ISTE NETS Standards</li> <li>• AASL Standards</li> </ul>
	Nutrition	<ul style="list-style-type: none"> <li>• U.S. Department of Agriculture</li> <li>• Wisconsin Action for Healthy Kids</li> </ul>
	Physical Education	<ul style="list-style-type: none"> <li>• Wisconsin Association for Health, Physical Education, Recreation and Dance</li> <li>• Wisconsin Association for Supervision and Curriculum and Development</li> <li>• Association of Wisconsin School Administrators</li> <li>• Wisconsin Education Association Council</li> <li>• National Association for Sport and Physical Education standards</li> </ul>
	School Counseling	<ul style="list-style-type: none"> <li>• American School Counselor Association’s 2003 ASCA National Model: A Framework for School Counseling Programs</li> <li>• National Occupational Information Coordinating Committee: National Career Development Guidelines, 2003</li> </ul>